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ABSTRACT

The 13 units in this curriculum guide are intended to aid business teachers in Louisiana high schools to prepare students to obtain entry-level employment in word-processing occupations. The first nine units cover the following topics: basic concepts of word processing, career opportunities, human relations skills, clerical skills, communication skills, equipment-related skills, machine dictation and transcription, proofreading and editing, and records management and reprographics. Four additional units include objectives and activities that will provide students with an opportunity to learn to operate equipment and to develop a marketable skill in producing various documents with word processing equipment. Each unit contains an introduction to the subject matter, competencies, general performance objectives, specific performance objectives and mastery criteria, suggested interest approaches for the teacher to use, methodology, a unit outline, specific performance objectives and learning activities, and a unit test with an answer key. Transparency masters, student materials, suggested supplementary materials, and suggested resources are included in most of the units. (KC)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN NO. 1699
COMPETENCY-BASED WORD PROCESSING
(Grade Levels 9 - 12)

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Office of Vocational Education

N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

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FOREWORD

This curriculum guideline, Competency-Based Word Processing, was produced as a result of a project funded by the Louisiana State Department of Education to Nicholls State University of Louisiana. These units were developed with the assistance of Business Education teachers throughout the State of Louisiana.

The instructional units of work included in this curriculum guide have been written to aid teachers in meeting the revolutionary changes in the traditional office. This guide lists specific objectives that, when achieved, will enable the student to obtain entry-level employment into one of many newly emerging careers found in the management of information systems.

J. Kelly Nix

J. KELLY NIX

ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of personnel at Nicholls State University and the Business Education Section in the Office of Vocational Education, Louisiana State Department of Education. Special recognition goes to Dr. E. Elaine Webb who served as project director and Dr. Betty A. Kleen who served as workshop instructor in the development of the guide. Special commendation goes also to members of the writing team who worked diligently to make this publication a reality.

N. J. Stafford

N. J. Stafford, Jr., Ed.D.
Assistant Superintendent
Office of Vocational Education

MEMBERS OF COMPETENCY-BASED WORD PROCESSING CURRICULUM GUIDELINES WRITING TEAM

Dr. E. Elaine Webb, Project Director
Department of Administrative Services and
Vocational Business Education
Nicholls State University
Thibodaux, LA 70310
(504) 446-8111

Dr. Betty A. Kleen, Workshop Instructor
Department of Administrative Services and
Vocational Business Education
Nicholls State University
Thibodaux, LA 70310
(504) 446-8111

LOCAL BUSINESS TEACHERS

Annette Arcement
Hahnville High School
Box 439
Boutte, LA 70039
(504) 758-2680

Veronica Bednarz
Thibodaux High School
1355 Tiger Drive
Thibodaux, LA 70301
(504) 447-3552

Charlene Blank
Thibodaux High School
1355 Tiger Drive
Thibodaux, LA 70301
(504) 447-3552

Shirley Bonvillian
Thibodaux High School
1355 Tiger Drive
Thibodaux, LA 70301
(504) 447-3552

Diane Caillet
Berwick High School
Patti Drive
Berwick, LA 70342
(504) 384-8450

Suzanne Champagne
Central Lafourche High School
P.O. Box 89
Mathews, LA 70375
(504) 532-3319

Janet Clement
Thibodaux High School
1355 Tiger Drive
Thibodaux, LA 70301
(504) 447-3552

Nelson Benedict Cortez
Morgan City High School
P.O. Box 2628
Morgan City, LA 70308
(504) 384-1754

Gail Ann Domangue
Houma Jr. High School
P.O. Box 270
Houma, LA 70361
(504) 872-1511

Norma Duell
Brusly High School
630 Frontage Road
Brusly, LA 70719
(504) 749-2815

Mary Flowers
Thibodaux High School
1355 Tiger Drive
Thibodaux, LA 70301
(504) 446-8723

Mike Flowers
Nicholls State University
P.O. Box 2057
Thibodaux, LA 70310
(504) 446-8111 Ext. 1527

Daisy Foster
Broadmoor Sr. High School
10100 Goodwood Boulevard
Baton Rouge, LA 70815
(504) 926-5486

June Greene
Hahnville High School
Box 439
Boutte, LA 70039
(504) 758-7537

Gina Guzzino
Patterson High School
P.O. Box 398
Patterson, LA 70392
(504) 395-2675

Antonia Hebert
Central Lafourche High School
P.O. Box 89
Mathews, LA 70375
(504) 532-3310

Cynthia Rogers Hebert
Hanson Memorial High School
903 Anderson Street
Franklin, LA 70538
(318) 828-5766

Vicki Himel Hebert
Thibodaux High School
1355 Tiger Drive
Thibodaux, LA 70301
(504) 447-3552

Judy Hensley
Hahnville High School
Box 439
Boutte, LA 70301
(504) 758-7537

Pamela Kilgore
Central Lafourche High School
P.O. Box 89
Mathews, LA 70375
(504) 532-3319

Sandra Ellen King
Istrouma High School
3730 Winbourne
Baton Rouge, LA 70805
(504) 355-7701

Wilburn Dampier McDonald, Jr.
Berwick Sr. High School
Patti Drive
Berwick, LA 70342
(504) 384-8450

Jennifer Miller
Denham Springs High School
P.O. Box 488
Denham Springs, LA 70726
(504) 665-8007

Lorelei Nall
T.H. Harris Jr. High School
911 Elise Avenue
Metairie, LA 70003
(504) 733-0867

Edna Pate
South Terrebonne High School
Bourg, LA 70343
(504) 868-7850

Nell Ray
Terrebonne High School
P.O. Box 2767
Houma, LA 70361
(504) 879-3377

Linda Simeral
South Louisiana Vocational-
Technical Institute
P.O. Box 5033
Houma, LA 70360
(504) 873-7773

Jeannine Stokeld Smith
Central High School
10200 East Brookside Drive
Baton Rouge, LA 70805
(504) 261-3438

Mary Tate
Belaire High School
12121 Tams Drive
Baton Rouge, LA 70815
(504) 272-1860

Ouida Landry Whalen
Baton Rouge High School
2825 Government Street
Baton Rouge, LA 70806
(504) 383-0520

Barbara Whetston
East Street School
609 East Street
Houma, LA 70360
(504) 872-3378

Alice Wilkie
Hahnville High School
Box 439
Boutte, LA 70039
(504) 758-7537

INTRODUCTION

Increased technology in today's office has changed the traditional secretarial role from one of a "generalist" to one of a "specialist." Word processing is one of the technological advances which has brought this about.

Since making a profit is the purpose of any organization, many offices have already installed word processing systems to make the most efficient use of people, equipment, and procedures for processing words and ideas.

Therefore, it has become necessary that business educators prepare students to take their place in this technological environment and advance to positions of self-fulfillment.

Units presented in the Guidelines are designed to introduce students to word processing: basic concepts, career opportunities, human relations, clerical skills, communication skills, machine transcription, proofreading and editing, and records management and reprographics. Additional units include objectives and activities which will provide students with an opportunity to learn to operate equipment and develop a marketable skill in producing various documents with word processing equipment.

While the course may not be taught on a separate basis in all schools, many of the topics and activities could be integrated into office procedures, office machines, Typing II, or cooperative programs. The materials would ideally be presented to students who had already completed Typing I and two years of English.

HISTORY OF WORD PROCESSING

The manual typewriter was the forerunner of today's impressive electric typewriter. Christopher Sholes was the fifty-second man to invent a typewriter, but it was his version that became the first typewriter that was perfected to such a degree that it was an improvement over handwriting. Although the machine was bulky and unwieldy, it operated at a speed faster than a man could write and its letters were always legible.

Although the typewriter is the invention that has had the greatest impact on the office, the machine met with great resistance when it was first introduced in the late 1800's. People were reluctant to change to a "newfangled" machine that was expensive and unproved. Today the same attitude prevails with regard to some word processing equipment. People are reluctant to change--this is human nature. History has proved that the more profound an impact a new invention is likely to have, the greater will be the resistance by those who will be directly affected by it. Just as resistance to the typewriter was overcome as it proved to be a more efficient method of handling written documents, so will resistance to new word processing gradually disappear. Many people believe that this versatile new equipment is the vehicle that will carry us into a new era in the office, surpassing the typewriter in its potential impact for radical change.

When the first typewriter was introduced, most secretaries were men. These nineteenth century clerks strongly opposed the typewriter because it offered a means for women to gain access to the previously male-dominated business office. Since most men did not learn to use a typewriter, women were trained, and soon started replacing men in clerical positions. Not only did the typewriter propel the office into a new era of communications, it opened doors for women who had previously been restricted to homemaking. Ironically, the developments in word processing follow a similar pattern. Almost everyone concurs that word processing will revolutionize the office. But even more important, the social impact of this invention has far-reaching implications for women who are demanding opportunities for promotion. Word processing and the women's movement have the potential to radically change not only the office, but the image of the modern business woman as well.

In the future, many jobs will depend greatly on keyboarding skills as we move into an era of automated systems. Many women, once chained to a typewriter with no hope of advancement, will use these skills to move up the corporate ladder. Young people who are training for secretarial positions today will have many opportunities for advancement that their predecessors, the first women secretaries, never dared dream. Likewise, young people who enter the business world will find stereotyped views of the secretary's role changing; in the future, many young men may begin business careers in entry-level secretarial positions.

While the invention of the typewriter was followed by a number of office machines that improved quality and ease of producing documents, actual quantity of production has improved very little since the turn of the century. Secretaries in 1910 typed 50 to 60 words per minute at a salary of $10 per week. By 1950 the salary had risen to $45 a week, but secretaries were still typing at about the same rate. Today, secretaries using traditional equipment type at a similar rate, but inflation has caused prices to spiral to $150 to $175 per week. As production costs mounted, actual production remained static; the only way to improve production was to increase the secretarial force. Inevitably, the automation that swept factories and accounting departments had to find its way to the office.

Today, word processing, the nucleus of modern automated systems, is sweeping the American business scene. Improved technology seems to feed on itself, with each day bringing new breakthroughs as equipment companies vie for the leadership role in this lucrative new market that is growing by "leaps and bounds."

Dictation equipment also met with opposition when it was introduced, and today many secretaries, as well as executives, still resist the movement toward increased utilization of machine dictation.

Thomas Edison was the first person to reproduce sound. His invention was a crude machine that created an impression on tinfoil. In 1881 Alexander Graham Bell, Charles Painter, and Chickester Bell devised the first machine for commercially recording and reproducing sound. These men also invented the first equipment for transmitting the human voice by means of light waves. Charles Painter's machines for recording and reproducing sound in the business office followed these inventions.

The typewriter and dictation equipment combined to increase productivity, to improve quality of documents, and to reduce time and energy expended in production. For decades the office operated successfully, utilizing these inventions and profiting from improved versions of the transcribing machines. Recently, however, there has been an explosion of paperwork that has overcome the capabilities of the traditional office. The number of people who generate paperwork has increased 90 percent in recent years. Today, American businesses use approximately 7,300 miles of paper daily. Paper tends always to generate more paper. The problem facing today's businesses is how to make paper work, instead of creating more paperwork. The answer to this massive problem has been found in word processing and automated office systems. The office of the future, which is already emerging, promises to be a paperless office.

Many believe that word processing is a culmination of every major development in business technology since the nineteenth century, but technically, word processing is a new concept originating in the mid 1960s. The term originated in Germany when Ulrich Steinhilper, an office products manager, devised the idea following the introduction of IBM's Magnetic Tape Selectric Typewriter (MT/ST). He coined the term "textverabetung" which means text processing. As the concept gained in acceptance, it was usually referred to as "power typing," with the term "word processing" gradually evolving as the terminology appropriate to this new concept. Steinhilper believed that if all dictation could be channeled through power typewriters, production could be increased while simultaneously reducing costs. In 1969 IBM marketed the Magnetic Card Selectric Typewriter (MC/ST) which was designed specifically to penetrate the typewriting market.

In the late 1960's the cathode ray tube (CRT) editing device was commercially marketed successfully by Lexitron. The CRT allows the operator to type and edit text on a television screen. The text is edited and revised before it is printed.

The fact that word processing is already being used by over 30 percent of large companies mandates the necessity for business and office educators to become knowledgeable in this field as soon as possible.

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UNIT I

BASIC CONCEPTS OF WORD PROCESSING

INTRODUCTION

To work effectively in the new office environment, today's business students need to be able to operate the modern office equipment in the rapidly changing office environment. To aid students in coping with these changes, this unit will include the definition and history of word processing, word processing terminology, a comparison of the traditional office and the modern office using word processing systems, an overview of the steps in and advantages of word processing, organizational charts, the relationship of word processing to data processing, and the future of word processing.

COMPETENCIES

1. Identify differences in characteristics of traditional offices versus modern offices using word processing.
2. Define word processing and the related basic terminology.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify office changes so that they can adapt to the modern office utilizing word processing.
2. Define word processing and describe its role in business and society.
3. Identify the types of word processing systems and equipment.
4. Explain the changing role of the traditional secretary influenced by word processing.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Students will be able to point out orally at least two changes projected in the office of the future in the areas of employment and equipment.
2. On a written test, students will be able to contrast the office of the past with the office of today by stating at least three differences.

3. Given a list of events in the history of word processing on a test, students will be able to put these events in chronological order with at least 75 percent accuracy.

4. On a written test, students will be able to give at least two of the three reasons for the development of word processing.

5. On a written test, students will be able to describe at least one organizational structure that might be considered in planning a change in office functions.

6. Given a situation, students will be able to list two problems that may arise with the merging of word processing and data processing functions.

7. On a written test, students will be able to list at least two ways in which a knowledge of word processing could benefit them.

8. On a written test, students will be able to write an acceptable definition of word processing.

9. Students will be able to state on a test at least three reasons why it is necessary to update equipment in today's offices.

10. Given the five phases of word processing on a written test, students will be able to give at least one example of each.

11. Given a list of of the factors to consider when choosing word processing equipment, students will be able to explain at least 75 percent of them in class.

12. Given the types of word processing systems, students will be able to give at least one advantage of each in class.

13. Given a situation, students will be able to list in class at least three effects that word processing will have on the role of the secretary.

14. Given statements related to word processing and word processing terminology on a written test, students will be able to correctly identify terms or indicate whether a statement is true or false.

SUGGESTED INTEREST APPROACHES

1. Have the students view films or filmstrips that will explain word processing and the need for such a system in the business world.

2. Take a field trip to a large company or organization which utilizes word processing equipment to give the students an overview of how the system works.

3. Invite a correspondence or administrative secretary to talk with the students about the advantages and disadvantages of a word processing system.

4. Invite organizations that engage in the selling of word processing equipment to talk with the students and give them some idea as to the equipment available on the market today and discuss the unique features of each piece of equipment.

5. Invite a top management person to discuss the need for a system such as word processing in his/her company.

6. Review current office publications relating to word processing centers.

METHODOLOGY

This unit has been designed to incorporate field trips, guest speakers, and independent study to enhance the students' knowledge of basic concepts for word processing. Information for the topical content will be extracted from sources available to the instructor. See the reference section of this unit for sources that may be used in the teaching of this unit.

UNIT OUTLINE

BASIC CONCEPTS OF WORD PROCESSING

I. History of Word Processing

   A. Word processing--What is it?
   B. The beginning of word processing
      1. invention of magnetic tape selectric typewriter (MT/ST)
      2. word processing movement
      3. word processing equipment
   C. Word processing terminology

II. The Traditional Office as Compared to the Modern Office

   A. The traditional office arrangement as compared to the word processing office
   B. Organizational charts
   C. Job description/tasks

III. Concepts of Word Processing

   A. Origination
   B. Production
   C. Reproduction
   D. Filing
   E. Distribution

IV. Word Processing in Relation to Data Processing

   A. Word processing as compared to electronic and punch card data processing
   B. Word processing and data processing merging functions

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Students will be able to point out orally at least two changes projected in the office of the future in the areas of employment and equipment.

Subject Matter Content	Learning Activities
What is Word Processing?	1. View a film that depicts the growing need for advanced technology in the office and the introduction of the word processing system. 2. Read teacher-prepared handouts that explain word processing and give information pertaining to its origin. 3. Interview secretaries to find out their definitions of word processing.

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2. On a written test, students will be able to contrast the office of the past with the office of today by stating at least three differences.

Subject Matter Content	Learning Activities
The Beginning of Word Processing	1. Research and prepare a written report on the invention of the magnetic tape selectric typewriter and how its invention led to the beginning of the word processing movement.

	2. Visit companies that sell word processing equipment and collect pictures and diagrams of available equipment used in the word processing centers.
	3. Invite a professional to demonstrate the many unique features of the word processor.
Word Processing Terminology	4. Write two sentences using each new word processing term.

---

3. Given a list of events in the history of word processing on a test, students will be able to put these events in chronological order with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
History of Word Processing	1. View transparencies that give a chronological order of the important events in the history of word processing. 2. Prepare a bulletin board display that will establish the order of events in the history of word processing.

---

4. On a written test, students will be able to give at least two of the three reasons for the development of word processing.

Subject Matter Content	Learning Activities
The Traditional Office	1. Prepare and present group reports that will explain events leading to the development of word processing. 2. Write letters to distributors of office equipment to collect data concerning the history of various pieces of equipment. Students will then be able to relate these data to the need for word processing.

5. On a written test, students will be able to describe at least one organizational structure that might be considered in planning a change in office functions.

Subject Matter Content	Learning Activities
Office Arrangements--Traditional Versus Word Processing	1. Discuss organizational charts that have been obtained from various sources. After some discussion describe the advantages and disadvantages of each. 2. Visit a local business that uses word processing equipment to process its work to reinforce class discussion and knowledge of factors to be considered when choosing word processing equipment.

6. Given a situation, students will be able to list two problems that might arise with the merging of word processing and data processing functions.

Subject Matter Content	Learning Activities
Merging of Word Processing and Data Processing Functions	1. Visit organizations that utilize both word processing and data processing functions so that students can differentiate between the two systems. 2. Compare the steps followed and equipment used to process data in both word processing and data processing systems. 3. Make a list of job categories that have been created as a result of the merging of data and word processing technology.

7. On a written test, students will be able to list at least two ways in which a knowledge of word processing could benefit them.

Subject Matter Content	Learning Activities
Job Description/Tasks	1. Explore job opportunities, salaries, and benefits of word processing and give oral reports on their findings. 2. List which opportunities described in activity one are of interest and why. 3. Construct a crossword puzzle using information pertinent to the job opportunities selected as a group project.

8. On a written test, students will be able to write an acceptable definition of word processing.

Subject Matter Content	Learning Activities
Definition of Word Processing	1. Read and discuss various definitions of word processing found in current periodicals. 2. Prepare a bulletin board display that will depict an understanding of word processing. 3. View transparencies that will enhance understanding of the meaning of word processing.

9. Students will be able to state on a test at least three reasons why it is necessary to update equipment in today's offices.

Subject Matter Content	Learning Activities
Need for Equipment Update	1. Go through a normal day in an office that has a heavy flow of

paperwork but does not utilize word processing, and present a report on their findings.

2. Go through a normal day in an office that does have a word processing center and report their findings.

3. Make a comparison between the two groups through oral discussion.

---

10. Given the five phases of word processing on a written test, students will be able to give at least one example of each.

Subject Matter Content	Learning Activities
Concepts:	
Origination	1. List the ways that paperwork is produced or documents are originated in a facility visited as a class.
Production	2. Make a presentation showing how paperwork is produced in the word processing center using visuals.
Reproduction	3. List the methods of reproducing numerous copies and indicate for what each should be used.
Filing	4. Determine the best procedure for filing documents distributed.
Distribution	5. Determine an adequate method of distributing all documents once they have been reproduced.
Culminating Concepts	6. Use each of the five concepts in several sentences.
	7. Develop a scrambled word game utilizing the word processing concepts and other new word processing terminology.

	8. Make a poster or transparency that depicts one of the concepts of word processing.

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11. Given a list of the factors to consider when choosing word processing equipment, students will be able to explain at least 75 percent of them in class.

Subject Matter Content	Learning Activities
Choosing Word Processing Equipment	1. View a film illustrating types of word processing equipment. 2. Summarize the important factors in choosing word processing equipment. 3. List the factors on paper to be handed in.

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12. Given the types of word processing systems, students will be able to give at least one advantage of each in class.

Subject Matter Content	Learning Activities
Word Processing Systems	1. Compare the word processing systems demonstrated by vendor representatives. 2. List advantages of the word processing systems viewed during a tour. 3. List some advantages of utilizing various types of word processing equipment.

---

13. Given a situation, students will be able to list in class at least three effects that word processing will have on the role of the secretary.

Subject Matter Content	Learning Activities
New Role of the Secretary	1. Compare the role of the secretary of the past and the secretary of today in

an office that utilizes word processing.

2. Prepare a skit that will depict the new role of the secretary in the office that utilizes word processing.

3. Trace the history of the secretary and present to the class.

---

14. Given statements related to word processing and word processing terminology on a written test, students will be able to correctly identify terms or indicate whether a statement is true or false.

Subject Matter Content	Learning Activities
Word Processing Terminology and Concepts	1. Compose (on note cards) a true/false question and a matching question related to word processing terminology and concepts. 2. Divide into groups and compete in a connect-a-dot game, using materials from activity 1. 3. Create a bingo card using the word processing terminology and concepts in activity 1, and play bingo.

UNIT TEST

WORD PROCESSING CONCEPTS

A. MATCHING: Match the term on the right with the correct definition.

_______ 1. The act of revising the corrected text of a document before it is produced in a final form.

_______ 2. Involved with more management duties.

_______ 3. A series of procedures of operation to accomplish a given work goal.

_______ 4. Letters, reports, forms, proposals, and invoices.

_______ 5. Person originating or creating correspondence.

_______ 6. Place where data are stored.

_______ 7. Involves filing data for future use.

_______ 8. Going through a series of steps to accomplish a desired result.

_______ 9 Data fed into the processing system.

_______10. The final product or end result.

_______11. The manipulation of raw data with or without the use of equipment.

_______12. Persons trained to key data for use in a word processing system.

_______13. Getting work processed to the proper place.

A. System
B. Documents
C. Data Processing
D. Administrative Secretary
E. Correspondence Secretary
F. Input
G. Output
H. Processing
I. Storage
J. Distribution
K. Edit
L. Memory
M. Originator

B. SHORT ANSWER:

1. Contrast the office of the past with the office of today by stating at least three differences.

   a.
   b.
   c.

2. List two reasons for the development of word processing.

   a.
   b.

3. Give an example of each of the five phases of word processing.

   a. Origination:
   b. Production:
   c. Reproduction:
   d. Filing:
   e. Distribution:

4. Explain two ways having a knowledge of word processing could benefit you.

   a.
   b.

5. Who benefits from word processing?

6. What are the three major elements of a word processing system?

   a.
   b.
   c.

7. Identify five career opportunities available as a result of word processing.

   a.
   b.
   c.
   d.
   e.

8. Arrange the following events related to the history of word processing in chronological order from 1 to 5.

_____ a. Invention of a machine on which sound could be commercially recorded and reproduced by Alexander Graham Bell, Charles Sumner Tainter, and Chichester Bell.

_____ b. Coining of the term "textverabetung" (text processing) by Ulrich Steinhilper in Germany.

_____ c. Invention of touch typing by Frank McGurrin of Michigan.

_____ d. Invention of the manual typewriter by Christopher Sholes of Milwaukee.

_____ e. Invention of the magnetic tape typewriter.

9. Define word processing.

10. Given an office which employs many general secretaries each working for one boss, describe at least one organizational structure that might be considered in planning a change in office functions.

11. State at least three reasons why it is necessary to update equipment in today's offices.

C. TRUE--FALSE Write "T" if the question is true and "F" if the question is false for each of the true/false questions below.

_____ 1. Input is information going into the system.

_____ 2. At present there are only a few employment opportunities for people in word processing.

_____ 3. Word processing equipment ties up secretaries and prevents them from doing creative work.

_____ 4. One of the earliest automated typewriters was the MT/ST.

_____ 5. Word processing is a means of putting ideas into words and onto paper.

_____ 6. Word processing can help businesses increase productivity and reduce the cost of preparing written communications.

_____ 7. Administrative tasks do not include typing.

_____ 8. Word processing and data processing are one and the same system.

_____ 9. Word processing only involves people.

_____10. CRT stands for cathode ray tube.

_____11. Electronic mail is an outdated means of communication.

_____12. Automated filing systems deal with strong documents on computer-type discs and magnetic tapes.

UNIT TEST ANSWER KEY

A. Answer Key for Matching

K 1.

D 2.

A 3.

B 4.

M 5.

L 6.

I 7.

H 8.

F 9.

G 10.

C 11.

E 12.

J 13.

B. Short Answers

1. a. More sophisticated equipment
   b. More specialized duties
   c. Increase in efficiency

2. a. Increased productivity
   b. Reduced cost factor

3. a. Origination: Handwritten letter to customer
   b. Production: Secretary types letter on word processor
   c. Reproduction: Xerox three copies for department heads
   d. Filing: Retain copy in word processor and/or filing cabinet
   e. Distribution: Return to originator for approval

4. a. Better jobs b. Better pay

5. Secretaries, managers, the organization

6. a. people b. procedures c. equipment

7. a. marketing b. service c. management d. training
   e. consulting

8. a. 3 b. 5 c. 2 d. 1 e. 4

9. Using people, procedures, and equipment to transform ideas into written communication.

10. The situation could exist where there would be numerous correspondence secretaries, numerous administrative secretaries, and numerous word originators coming from different specialized departments.

C. TRUE -- FALSE

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. F
10. T
11. F
12. T

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Give class participation grades
- Give unit test and use objective questions centered around those used in oral class discussions.
- Give students grades on bulletin board displays and other special projects.

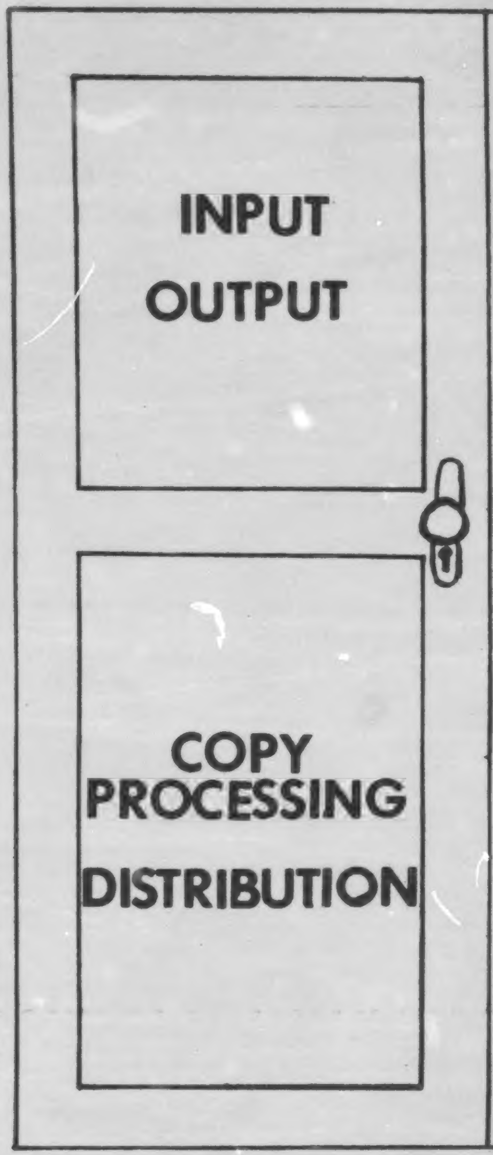
EQUIPMENT AND SUPPLIES

Student

Notebook
Textbook
Supplementary Readings
Special Instruction Sheets
Bulletin Board Supplies

Teacher

Textbook and Manual
Overhead Projector
Transparencies
Film/Filmstrip Projector
Films and Filmstrips



INPUT

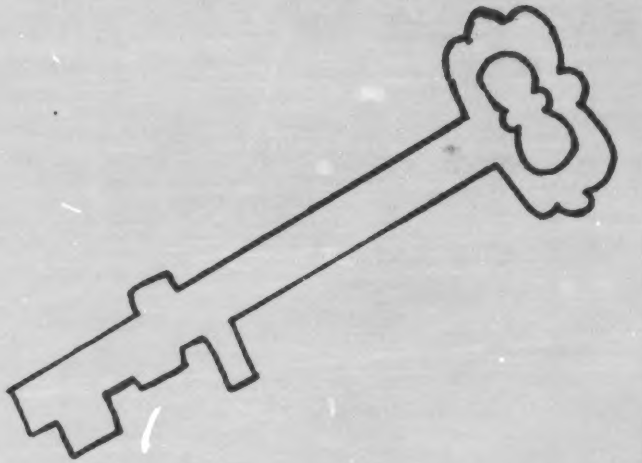
OUTPUT

COPY PROCESSING

DISTRIBUTION

WORD PROCESSING

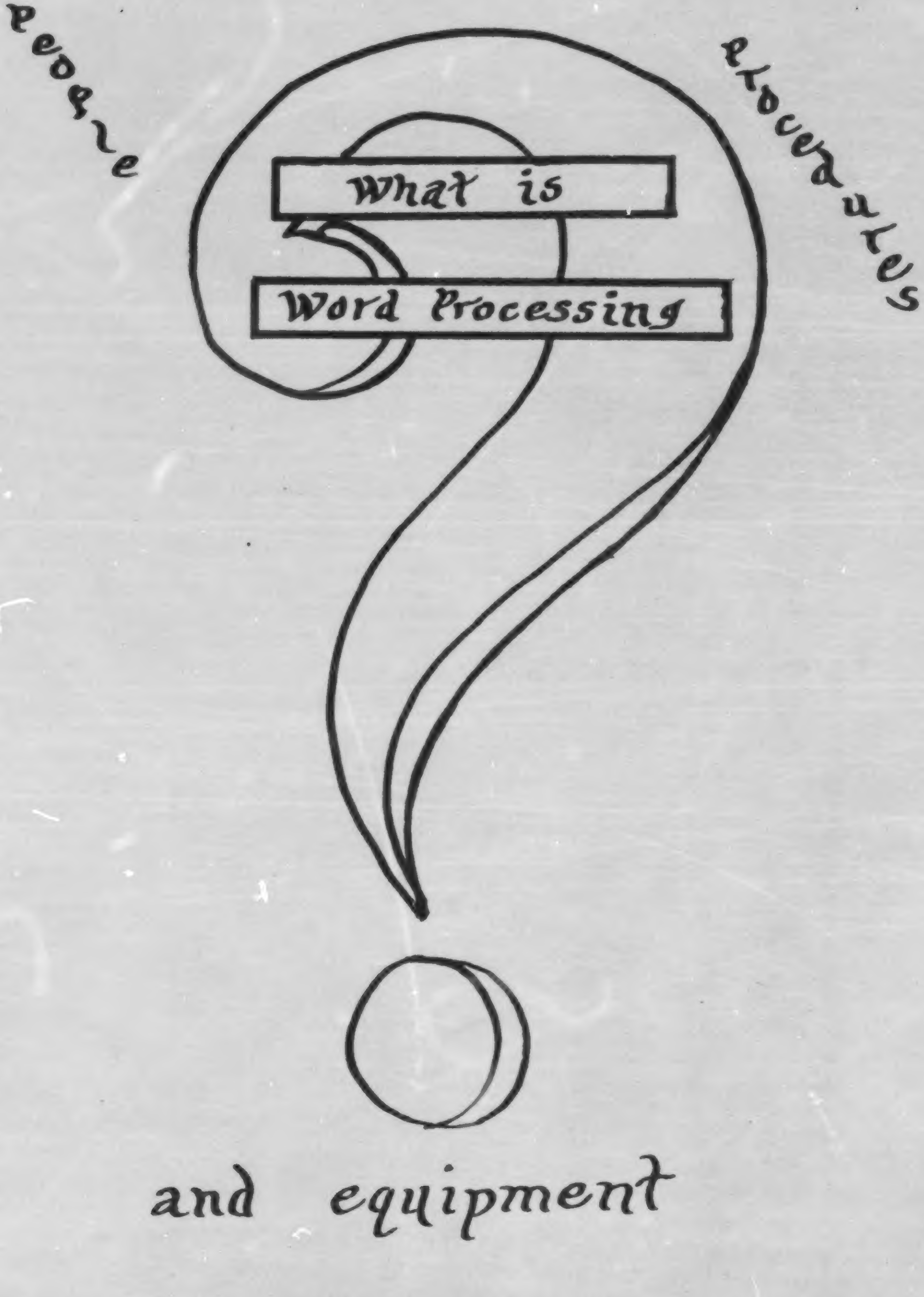
IS THE



TO

JOB

OPPORTUNITIES


People
Procedures
What is
Word Processing
and equipment

SUPPLEMENTARY MATERIALS

Films

Word Processing Is . . .
(Series of 10 Films)
AIC--Jim Mellett, Jr.
24 Old Tappan Road
Old Tappan, NJ 07675

"Out" Side Word Processing
Information Management Corporation
P.O. Box 2076
Green Bay, WI 54306
Film #10

Filmstrips w/Cassettes

Concepts of Word Processing
Catalogue No. K-2 1P
(Filmstrip with cassette, 1981)
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Word Processing: Communication & Terminology
Catalogue No. RM 6006
(Filmstrip with cassette, Teacher's Guide)
Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311
1980

Kupsh, Joseph, and Weber, Warren, Dr., Word Processing Series
Catalogue No. GVE 500F
(4 Filmstrips, 4 cassettes, handout materials)
Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311
1980

Kit

Ellis, Bettie Hampton. Word Processing: Concepts and Applications.
Catalogue No. 19242-1
(3 Dictation cassettes, 1980)
Catalogue No. 87940-0
(Teacher's Manual and Key)
Catalogue No. 19243-X
Gregg/McGraw Hill
1980

Periodicals

The Office. Office Publications, Inc., 1200 Summer Street, Stamford, CT 06905. Published Monthly.

Word Processing World, Geyer-McAllister Publications, Inc., 51 Madison Avenue, New York, NY 10010. A Word Processing Report Published Monthly.

Word Processing & Information Systems. Geyer-McAllister Publications, Inc., 51 Madison Avenue, New York, NY 10010. An Automated Business Communications Published Monthly.

Practice Sets

Boyce, B. Practice Set In Word/Information Processing. For Use With Text-Editing or Conventional Typewriters. Mercury Systems, Inc. Catalogue No. (06901-8).
Gregg/McGraw Hill, 1981.
P.O. Box 996
Norcross, GA 30091

Simulations

Matthews, Anne L. and Patricia G. Moody. The Word Processing Correspondence Secretary. W. 70; W. 70M; South-Western Publishing Company, 1980. Cincinnati, OH 45227

Sound-Slide Sets

Word Processing: Four Phases (E-501)
(66 Slides)
National Instruction Systems, Inc., 1980
P.O. Box 1177
Huntington Beach, CA 92647

Textbooks

Bergerud, Mary, and Jean Gonzalez. Word Processing: Concepts and Careers, New York: John Wiley and Sons, Inc., 1978.
605 Third Avenue
New York, NY 10158

Casady, Mona J. Word Processing Concepts, Cincinnati: South-Western Publishing Company, 1980.
5101 Madison Road
Cincinnati, OH 45227

SUPPLEMENTARY MATERIALS continued

Textbooks

Konkel, Gilbert J., and Phyllis J. Peck. The Word Processing Explosion, Stamford: Office Publications, Inc., 1976.
P.O. Box 1231
Stamford, CT 06904

Mason, Jennie. Introduction to Word Processing, Indianapolis: Bobbs-Merrill Publishers, 1979.
4200 West 62nd Street
Indianapolis, IN 46258

McCabe, Helen M., and Estelle L. Popham. Word Processing: A Systems Approach to the Office, Atlanta: Harcourt, Brace, Jovanovich Publishers, 1977.
Atlanta, GA 31702

Oliverio, Mary Ellen, and William Pasewark. Secretarial Office Procedures, Cincinnati: South-Western Publishing Company, 1980.
5101 Madison Road
Cincinnati, OH 45227

Transparencies

Keyboarding Systems (Text Editors) (WP-113T)
National Instruction Systems, Inc., 1980
P.O. Box 1177
Huntington Beach, CA 92647

The Word Processing Movement (WP-111T)
National Instruction Systems, Inc., 1980
P.O. Box 1177
Huntington Beach, CA 92647

Word Information Career Options (WP-112T)
National Instruction Systems, Inc., 1980
P.O. Box 1177
Huntington Beach, CA 92647

Word Processing
Catalogue No. MV1403
Milliken Vocational Education Teaching Aids
1100 Research Boulevard
St. Louis, MO 63132

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RESOURCES

Bergerud, Mary. Word Processing: Concepts and Careers, New York: John Wiley and Sons, Inc., 1978.

Bergerud, Mary, and Jean Gonzalez. Word/Information Processing Concepts, Careers, Technology and Applications, 1st Edition, New York: John Wiley and Sons, Inc., 1981.

Cecil, Paula B. Word Processing in the Modern Office, 2nd Edition. Menlo Park, CA: The Benjamin/Cummings Publishing Company, 1980.

Mason, Jennie. Word Processing Skills & Simulations, Indianapolis: Bobbs-Merrill Educational Publishers, 1979.

Oliverio, Mary Ellen, and William Pasewark. Secretarial Office Procedures, Ninth Edition. Cincinnati, OH: South-Western Publishing Company, 1977.

Rosen, Arnold, and Rosemary Fielden. Word Processing. New Jersey: Prentice-Hall, Inc., 1977.

Simpson, George R. "The Office of Tomorrow--Here Today, Here to Stay." Time Magazine, May 19, 1975.

Stewart, Jeffrey R., and Wanda A. Blockus. Office Procedures. Atlanta, GA: Gregg Division/McGraw-Hill Book Company, 1980.

Waterhouse, Shirley. Word Processing Fundamentals. San Francisco: Canfield Press, 1979.

Word Processing Curriculum Guide. Columbia, SC: South Carolina Department of Education, 1979.

UNIT II

CAREER PATHS AND OPPORTUNITIES

INTRODUCTION

The word processing movement has been responsible for the changing job responsibilities associated with office jobs. There has been a tendency to redefine jobs in the office under a centralized management system offering greater opportunities for advancement in this field.

Therefore, the purpose of this unit is to prepare students who enter the field of word processing to identify career opportunities available. If office workers are made aware of these opportunities, they will be motivated to use their jobs as "stepping stones" to promotions. These "stepping stones" form career paths.

COMPETENCIES

1. Identify career opportunities in word processing.
2. Describe job positions for word processing.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify career path options in word processing including correspondence support, administrative support, management and supervisory personnel, and marketing support.
2. Describe career possibilities in word processing.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will be able to list and describe at least three jobs made available by word processing.
2. Given an applicant's qualifications, students will be able to identify on a written test at least five entry-level word processing skills the applicant possesses.

3. Given a list of five word processing positions in a company organization on a written test, students will be able to explain the relationship of at least three positions to a company's organization.

4. Given a list of job titles on a written test, students will be able to identify the job functions associated with at least four of these.

5. On a written test, students will be able to illustrate a vertical career path in word processing with 75 percent accuracy.

6. On a written test, students will be able to illustrate a horizontal career path in word processing with 75 percent accuracy.

7. Students will be able to set priorities and justify personal career preference in an oral report. Performance will be evaluated with the use of a checklist to be provided.

SUGGESTED INTEREST APPROACHES

1. Give a pretest to determine the students' understanding of the term "career paths," the opportunities available in word processing, and the route to follow to achieve the desired career goals.

2. Introduce this unit by explaining the difference between correspondence support and administrative support. Ask students which path they would be more interested in and from their responses, you can ascertain which fields you will emphasize.

3. Invite a word processing operator or administrative secretary to explain the operation of a word processing center and the duties of various job categories.

4. Arrange a field trip to a local word processing center if there is one in your community. During the visit have the manager describe the categories of employees, their duties within the categories, and the skills needed by prospective employees.

5. Raise the following question for discussion: "Which office careers, other than word processing, have the potential for advancement of entry-level personnel without extensive retraining and/or study?"

6. Assign articles to be read on job titles in word processing and have students report on their findings.

METHODOLOGY

This unit will enable the students to work in small groups, individually, or as a cooperative part of a large project. It has been designed to utilize skills already developed and to expand these skills to better prepare the students for employment in word processing. Methods of teaching to be employed include: lecture, audiovisual, individual library research, sharing through reports, field trips, as well as the traditional text reading, question and answer discussion, and testing. Much of the content must be gathered from various sources available to the instructor. Many of these sources are listed in the resource section of this unit.

UNIT OUTLINE

CAREER PATHS AND OPPORTUNITIES

I. Skills Needed for Entry-level Word Processors

  A. Keyboarding
  B. Proofreading
  C. Oral communication
  D. Basic language
  E. Human relations
  F. Composition and editing
  G. Machine transcription
  H. Records management
  I. Reprographics
  J. Mail distribution
  K. Use of reference materials

II. Career Paths

  A. Correspondence support
    1. Word Processor Trainee
    2. Word Processor Operator
    3. Word Processor Specialist
    4. Phototypesetting Specialist
    5. Word Processor Trainer
    6. Proofreader
  B. Administrative support
    1. Administrative Secretary
    2. Senior Administrative Secretary
  C. Management and Supervisory Personnel
    1. Word Processor Specialist II/Assistant Supervisor
    2. Word Processor Supervisor
    3. Word Processor Manager
    4. Administrative Support Supervisor
    5. Staff Analyst
    6. Administrative Support Manager

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test, students will be able to list and describe at least three jobs made available by word processing.

Subject Matter Content	Learning Activities
Career Paths	1. Complete the Crossword Puzzle after reviewing the career path terms. (Appendix A) 2. Complete the Scrambled Words activity after reviewing career path terms. (Appendix B) 3. Discuss various jobs made available by word processing. 4. Select two jobs in the traditional office setting and two jobs in the word processing center and describe the duties of each. 5. Prepare a bulletin board using job titles made available by word processing.

---

2. Given an applicant's qualifications, students will be able to identify on a written test at least five entry-level word processing skills the applicant possesses.

Subject Matter Content	Learning Activities
Skills Needed for Entry-level Word Processors	1. Complete the Misspelled Words exercise. (Appendix C) 2. Complete the exercise on the use of reference materials. (Appendix D) 3. Discuss the importance of clear, concise, oral communication. 4. Prepare a mailable copy from a typing textbook rough draft containing proofreaders' notations.

5. Complete word puzzles on entry-level word processing skills. (Appendices E and F)

---

3. Given a list of five word processing positions in a company organization on a written test, students will be able to explain the relationship of at least three positions to a company's organization.

Subject Matter Content	Learning Activities
Career Paths	1. Discuss the differences between the responsibilities of the clerk-typist, steno, and office manager in a traditional office and the role of the word processing operator, word processing manager, and administrative support manager in their setting. (See glossary for review of positions.) 2. Write a report describing the differences identified in activity 1. 3. Complete the exercise on word processing job titles. (Appendix G)

---

4. Given a list of job titles on a written test, students will be able to identify the job functions associated with at least four of these.

Subject Matter Content	Learning Activities
Career Paths--correspondence support and administrative support	1. Identify the job functions of the following: (noting whether the job is Correspondence Support or Administrative Support) Technical Specialist, Proofreader, Coordinator of Administration, and Senior Secretary. 2. Practice, through the use of a word processing simulation, the functions of different word processing careers. (Divide into groups of three; assign each person in the group a different job title.)

3. Rotate to other administrative job titles and other correspondence word processing job titles in the simulation and practice the functions of other jobs.

5. On a written test, students will be able to illustrate a vertical career path in word processing with 75 percent accuracy.

Subject Matter Content	Learning Activities
Career Paths	1. Review job functions of personnel involved in word processing, using the glossary at the end of this unit, and illustrate a vertical career path on the form provided. (Appendix H) 2. Draw a diagram to illustrate vertical advancement from trainee to manager.

6. On a written test, students will be able to illustrate a horizontal career path in word processing with 75 percent accuracy.

Subject Matter Content	Learning Activities
Career Paths	1. Review job functions of personnel involved in word processing, using the glossary at the end of this unit, and illustrate a horizontal career path on the form provided. (Appendix I) 2. Select a company and develop a horizontal career path applicable to that company beginning with trainee.

---

7. Students will be able to set priorities and justify personal career preference in an oral report. Performance will be evaluated with the use of a checklist to be provided.

Subject Matter Content	Learning Activities
Career Paths	1. Discuss the duties and working conditions of the various job classifications in word processing in both the administrative and correspondence sections from entry level to manager. 2. Complete checklist for career preferences. (Appendix J) 3. Choose a job and report to the class the reasons for your choice.

UNIT TEST

CAREER PATHS AND OPPORTUNITIES

QUESTIONS AND ANSWERS:

1. List and describe three jobs made available by word processing.
   a.
   b.
   c.

2. Jane Brown applied for the position of correspondence secretary in the word processing center of XYZ Company. She had been employed by Smith & Jones, a law firm, for the past five years. Her qualifications are:
   1. transcriber experience
   2. text-editing typewriter experience
   3. shorthand speed--120 words per minute
   4. typewriting speed--80 words per minute
   5. proofreading skills
   6. filing skills
   7. formatting skills
   8. public relations skills

   Name five qualifications that Jane Brown possesses for the position of correspondence secretary.
   a.
   b.
   c.
   d.
   e.

3. From the following list of word processing positions, select three and explain their relationships to a company's organization:

   administrative support manager
   administrative secretary
   word processing trainer
   phototypesetting specialist
   word processing trainee

4. From the following list of word processing positions, identify the job functions associated with four of these:

   staff analyst
   senior administrative secretary
   word processing manager
   proofreader
   word processing trainer
   word processing specialist
   word processing operator

5. Illustrate a horizontal and a vertical career path in word processing.

UNIT TEST

ANSWER KEY

CAREER PATHS AND OPPORTUNITIES

1. Any three jobs listed in the glossary.
2. 1, 2, 4, 5, 7
3. See glossary for answers.
4. See glossary for answers.
5. Horizontal

correspondence secretary - medical records
lab work only

moves to correspondence secretary - medical reports
correspondence and claims

Vertical

Administrative Support Supervisor/Manager
Senior Administrative Secretary

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class participation grade
- Student project grade
- Oral report grade
- Evaluation sheets
- Written tests

EQUIPMENT AND SUPPLIES

Student

Textbook
Notebook
Self-rating sheets (individual and group)
Checklists
Instruction sheets
Project direction sheets

Teacher

Textbook and Manual
Overhead Projector
Transparencies (Commercial and self-made)
Bulletin Board Materials
Office Manuals
Job Descriptions for Word Processing Jobs
Prepared Cassettes
Cassette Player
Filmstrip Projector

JOBS MADE AVAILABLE BY WORD PROCESSING

- Typist
- Supervisor
- Receptionist
- Cor. Secretary
- Word Processor
- Document Specialist
- Editor
- Executive
- Proofreader
- Adm. Specialist
- Transcriptionist
- Manager

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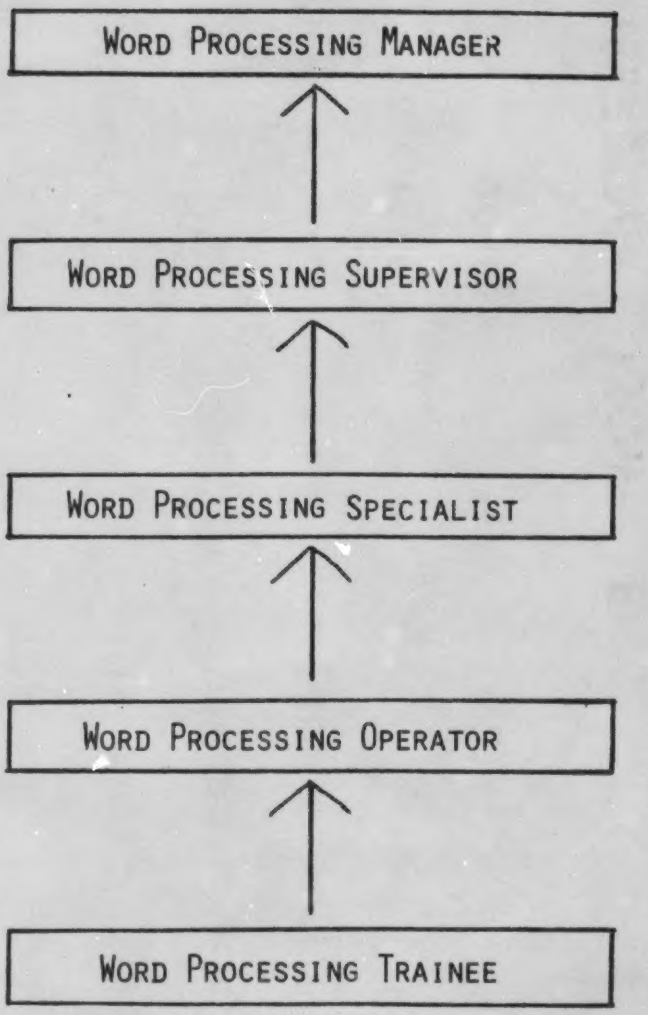
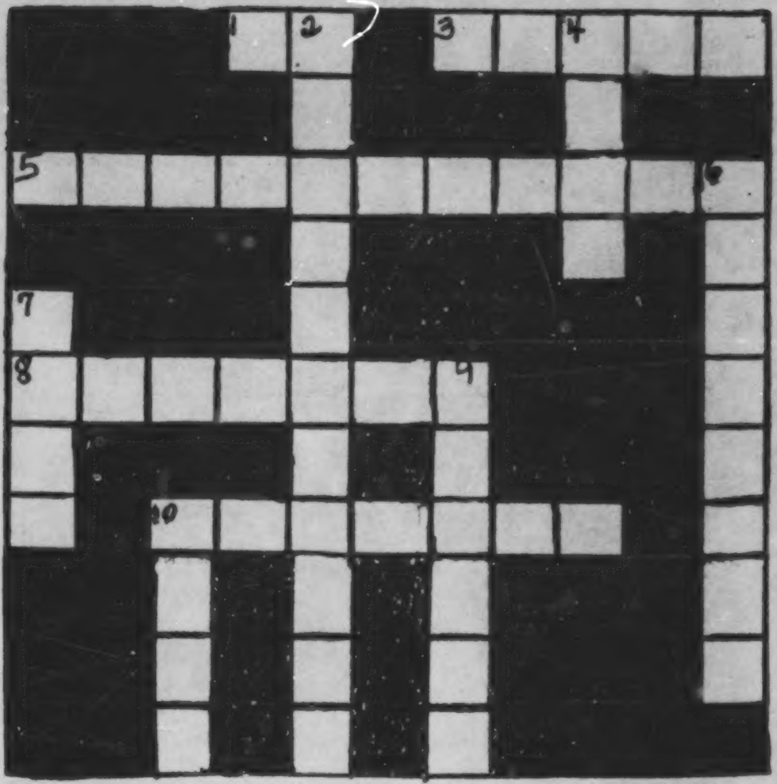
CAREER PATHS


WORD PROCESSING MANAGER
WORD PROCESSING SUPERVISOR
WORD PROCESSING SPECIALIST
WORD PROCESSING OPERATOR
WORD PROCESSING TRAINEE

APPENDIX A

CROSSWORD PUZZLE



ACROSS

1 Abbreviation for word processing
3 Type of relations between people
5 The basic skill of word processor trainees
8 Documents or papers containing information for the control of business operations
10 A person who is receiving training

DOWN

2 A person who reads copy to detect and correct errors
4 Papers, parcels, etc. sent or received by post
6 What a person has to do in order to get a good job
7 Spoken
9 Higher in rank or longer in service
10 Abbreviation for technical

*Answer key on page 47.

APPENDIX B

SCRAMBLED WORDS

1. ENARTIE ______________________________
2. NOARROCOTID ______________________________
3. ROUSERPIVS ______________________________
4. FOERPREDOAR ______________________________
5. YARDOEKINGB ______________________________
6. TRAYSCREE ______________________________
7. LATASNY ______________________________
8. CLASPSITEI ______________________________
9. PROARTEO ______________________________
10. DIGEINT ______________________________

*Answer key on page 47.

APPENDIX C

The following list contains only 10 misspelled words. Using a dictionary, correctly spell the misspelled word. If the word is spelled correctly, place a check mark (✓) in the space provided.

1. advertisment
2. referred
3. payed
4. ommitted
5. ventilate
6. existence
7. perceive
8. irrellevent
9. immense
10. detrement
11. coincidence
12. indispensable
13. unconcious
14. maneuver
15. Febuary
16. proceed
17. congradulation
18. Wensday
19. recieve
20. already

*Answer key on page 47.

APPENDIX D

Circle the correct answer.

1. If you had used the word properly in a sentence twice and wanted to substitute another word for it which had the same meaning, to which of the following would you refer?

   a) a gazette b) an almanac c) a thesaurus

2. If you wanted to find the name of the country between Norway and Finland in Europe, which of the following would you consult?

   a) an atlas b) a dictionary c) a thesaurus

3. If you wanted to find the correct spelling of the word "feasible," which would you consult?

   a) an atlas b) a dictionary c) a newspaper

4. If you wanted to find the name of the office supply company nearest your home, which of the following would you use?

   a) a newspaper b) the yellow pages of the phone book c) T.V. advertisements

5. If you wanted to find out what holidays were celebrated in the U.S. in February, which would you consult?

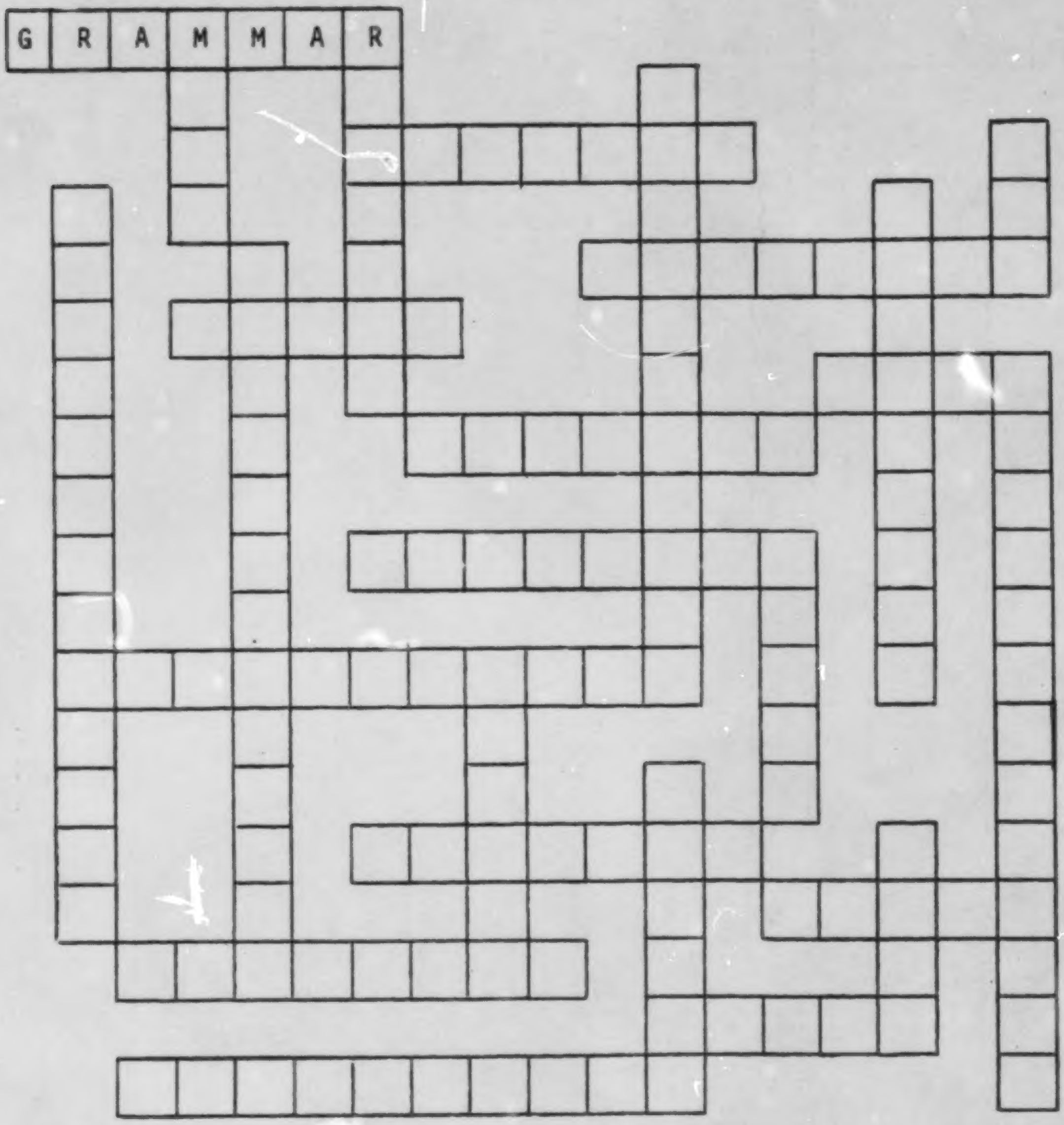
   a) an almanac b) a gazette c) a thesaurus

*Answer key on page 47.

APPENDIX E

CRISS-CROSS PUZZLE OF ENTRY-LEVEL WORD PROCESSING SKILLS

This puzzle contains skills necessary for entry-level word processing jobs. Can you place the listed skills in the diagram correctly?



*Grammar
Log
Stet
Math
Mail
Words
Skill
Graph
Draft

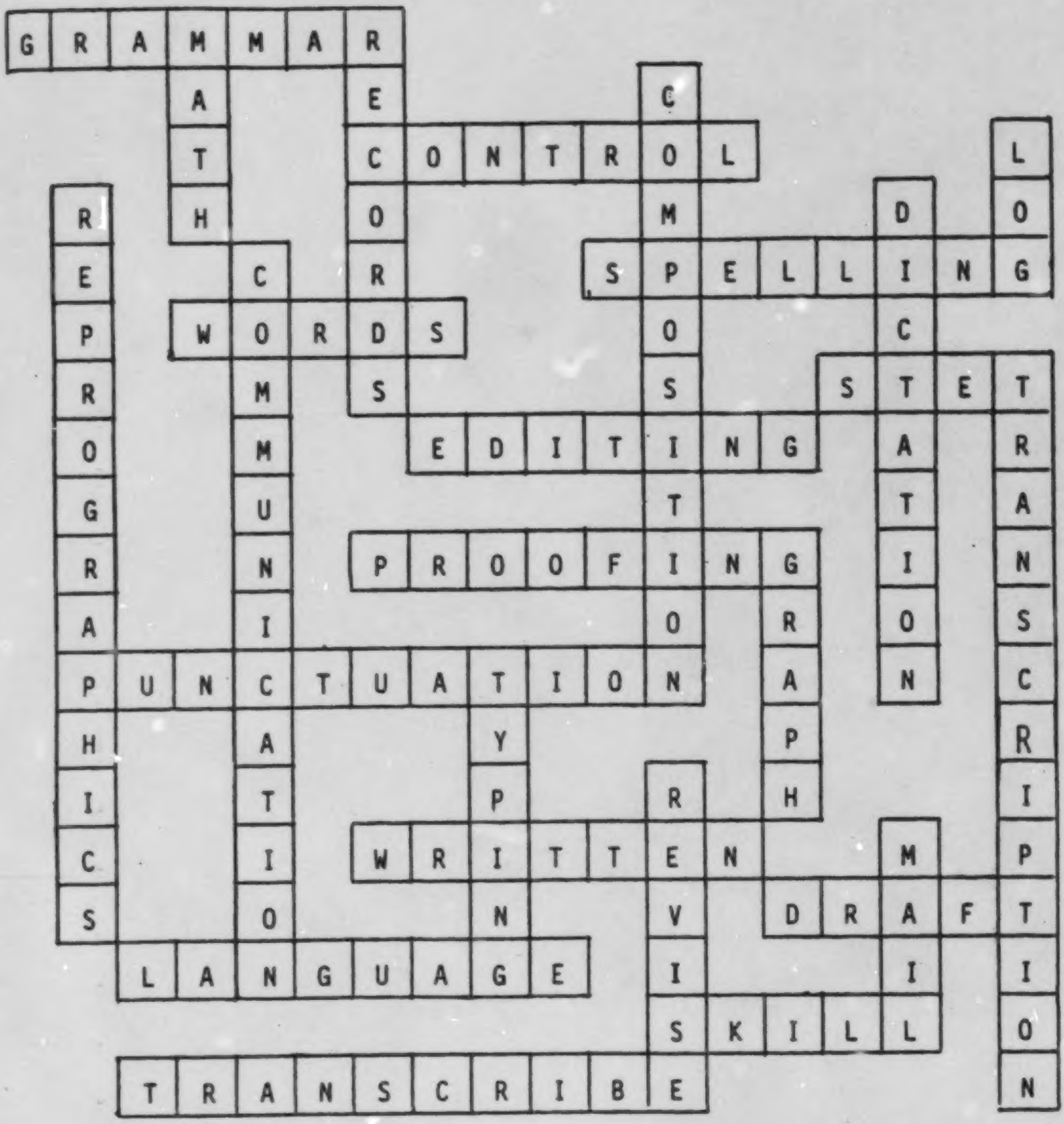
Typing
Revise
Written
Editing
Spelling
Proofing
Language
Dictation
Transcribe

Punctuation
Composition
Keyboarding
Communication
Transcription
Reprographics
Records Control

APPENDIX E

CRISS-CROSS PUZZLE OF ENTRY-LEVEL WORD PROCESSING SKILLS

This puzzle contains skills necessary for entry-level word processing jobs. Can you place the listed skills in the diagram correctly?


GRAMMAR
MATH
RECORDS
CONTROL
COMPOSITION
LOG
DICTATION
SPELLING
REPROGRAPHICS
COMMUNICATION
WORDS
STET
EDITING
TRANSCRIPTION
PROOFING
GRAPH
PUNCTUATION
TYPING
REVISE
WRITTEN
MAIL
DRAFT
LANGUAGE
SKILL
TRANSCRIBE

*Grammar
Log
Stet
Math
Mail
Words
Skill
Graph
Draft

Typing
Revise
Written
Editing
Spelling
Proofing
Language
Dictation
Transcribe

Punctuation
Composition
Keyboarding
Communication
Transcription
Reprographics
Records Control

APPENDIX F

ENTRY-LEVEL WORD PROCESSOR SKILLS

K	P	L	J	Y	T	E	W	A	D	F	C	G	I	M	V	O	T
N	E	D	I	T	I	N	G	F	S	H	N	J	N	S	P	R	I
G	R	Y	E	C	O	M	P	O	S	I	T	I	O	N	T	A	D
H	A	B	B	E	L	O	T	C	D	N	M	U	P	R	N	L	S
L	G	H	C	O	T	E	W	A	Q	J	R	H	D	E	O	C	P
M	I	E	P	L	A	N	E	C	O	C	G	I	A	L	I	O	L
G	R	A	M	M	A	R	K	R	E	E	N	B	F	H	T	M	O
B	L	A	P	R	F	S	D	M	V	G	K	I	P	N	P	M	R
H	E	S	P	O	W	Y	A	I	M	A	L	A	B	U	I	U	T
G	D	S	O	E	R	T	X	C	N	U	R	V	N	M	R	N	N
O	H	R	P	R	E	W	T	Y	N	G	N	I	P	O	C	I	O
J	P	L	I	R	T	E	M	S	O	N	F	M	O	B	S	C	C
K	R	I	I	M	N	R	T	R	I	A	Y	I	U	N	N	A	S
B	S	A	O	Y	E	S	P	H	T	L	G	B	V	C	A	T	D
C	L	E	R	T	S	E	H	G	A	C	N	P	C	K	R	I	R
H	U	M	A	N	R	E	L	A	T	I	O	N	S	V	T	O	O
L	K	J	H	Y	T	G	F	R	C	S	D	E	W	S	A	N	C
C	D	F	V	B	G	T	H	L	I	A	M	A	T	H	N	S	E
M	J	U	K	I	L	P	O	Y	D	B	R	F	E	D	A	W	R

Locate the skills needed for Entry-Level Word Processors:

Keyboarding
Proofreading
Composition
Editing
Mail
Transcription
Grammar
Math

Oral Communications
Basic Language
Human Relations
Reprographics
Records Control
Source Material
Dictation

APPENDIX F

ENTRY-LEVEL WORD PROCESSOR SKILLS

K	P	L	J	Y	T	E	W	A	D	F	C	G	I	M	V	O	T
N	E	D	I	T	I	N	G	F	S	H	N	J	N	S	P	R	I
G	R	Y	E	C	O	M	P	O	S	I	T	I	O	N	T	A	D
H	A	B	B	E	L	O	T	C	D	N	M	U	P	R	N	L	S
L	G	H	C	O	T	E	W	A	Q	J	R	H	D	E	O	C	P
M	I	E	P	L	A	N	E	C	O	C	G	I	A	L	I	O	L
G	R	A	M	M	A	R	K	R	E	E	N	B	F	H	T	M	O
B	L	A	P	R	F	S	D	M	V	G	K	I	P	N	P	M	R
H	E	S	P	O	W	Y	A	I	M	A	L	A	B	U	I	U	T
G	D	S	O	E	R	T	X	C	N	U	R	V	N	M	R	N	N
O	H	R	P	R	E	W	T	Y	N	G	N	I	P	O	C	I	O
J	P	L	I	R	T	E	M	S	O	N	F	M	O	B	S	C	C
K	R	I	I	M	N	R	T	R	I	A	Y	I	U	N	N	A	S
B	S	A	O	Y	E	S	P	H	T	L	G	B	V	C	A	T	D
C	L	E	R	T	S	E	H	G	A	C	N	P	C	K	R	I	R
H	U	M	A	N	R	E	L	A	T	I	O	N	S	V	T	O	O
L	K	J	H	Y	T	G	F	R	C	S	D	E	W	S	A	N	C
C	D	F	V	B	G	T	H	L	I	A	M	A	T	H	N	S	E
M	J	U	K	I	L	P	O	Y	D	B	R	F	E	D	A	W	R

Locate the skills needed for Entry-Level Word Processors:

- Keyboarding
- Proofreading
- Composition
- Editing
- Mail
- Transcription
- Grammar
- Math
- Oral Communications
- Basic Language
- Human Relations
- Reprographics
- Records Control
- Source Material
- Dictation

APPENDIX G

WORD PROCESSING JOB TITLES

P	R	O	O	F	R	E	A	D	E	R	G	H	O	P	B	M	E
A	E	B	L	K	J	N	D	O	G	E	D	I	T	O	R	I	T
C	C	X	A	R	W	Q	M	J	B	L	P	T	R	C	I	V	S
S	E	C	E	N	H	G	S	G	L	M	P	N	V	O	X	F	I
Q	P	R	E	C	K	W	P	O	P	E	R	A	T	O	R	L	L
S	T	A	Z	O	U	D	E	G	F	D	S	T	A	R	E	T	A
W	I	P	O	R	N	T	C	I	V	C	Y	S	T	D	D	E	I
Q	O	R	P	T	Y	P	I	S	T	M	N	I	H	I	G	U	C
U	N	I	C	R	E	A	A	V	S	E	W	S	X	N	O	S	E
R	I	O	T	E	D	A	L	R	E	T	W	S	I	A	K	L	P
O	S	U	P	E	R	V	I	S	O	R	E	A	P	T	O	R	S
A	T	M	E	S	R	E	S	P	A	T	I	R	R	O	M	I	T
W	P	S	E	C	R	E	T	A	R	Y	N	O	E	R	C	I	N
C	R	E	W	P	M	A	N	A	G	E	R	C	T	O	R	E	E
T	S	I	L	A	I	C	E	P	S	M	D	A	F	S	W	C	M
T	R	A	N	S	C	R	I	P	T	I	O	N	I	S	T	O	U
P	E	R	I	C	R	Y	R	A	T	E	R	C	E	S	R	O	C
C	R	A	E	T	I	P	D	E	C	T	Y	W	H	I	D	O	O
W	O	R	D	P	R	O	C	E	S	S	O	R	X	W	O	R	D

Coordinator
WP Secretary
Cor Assistant
Receptionist
WP Operator
Word Processor
Transcriptionist
WP Manager

Supervisor
Adm Specialist
Proofreader
Executive
Cor Secretary
Document Specialist
Editor
Typist

APPENDIX G

WORD PROCESSING JOB TITLES

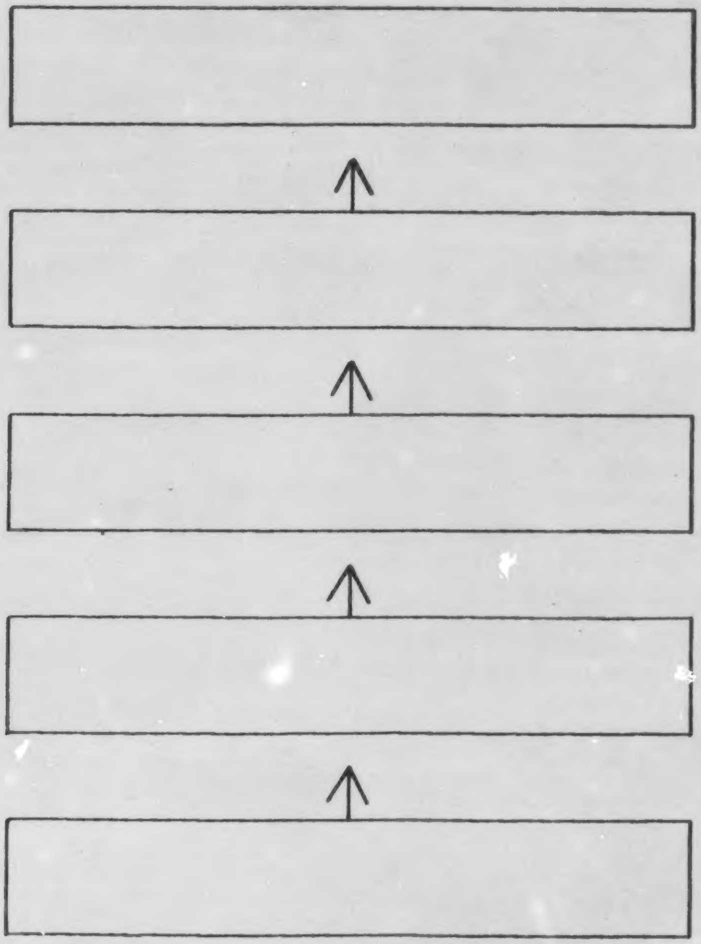
P	R	O	O	F	R	E	A	D	E	R	G	H	O	P	B	M	E
A	E	B	L	K	J	N	D	O	G	E	D	I	T	O	R	I	T
C	C	X	A	R	W	Q	M	J	B	L	P	T	R	C	I	V	S
S	E	C	E	N	H	G	S	G	L	M	P	N	V	O	X	F	I
Q	P	R	E	C	K	W	P	O	P	E	R	A	T	O	R	L	L
S	T	A	Z	O	U	D	E	G	F	D	S	T	A	R	E	T	A
W	I	P	O	R	N	T	C	I	V	C	Y	S	T	D	D	E	I
Q	O	R	P	T	Y	P	I	S	T	M	N	I	H	I	G	U	C
U	N	I	C	R	E	A	A	V	S	E	W	S	X	N	O	S	E
R	I	O	T	E	D	A	L	R	E	T	W	S	I	A	K	L	P
O	S	U	P	E	R	V	I	S	O	R	E	A	P	T	O	R	S
A	T	M	E	S	R	E	S	P	A	T	I	R	R	O	M	I	T
W	P	S	E	C	R	E	T	A	R	Y	N	O	E	R	C	I	N
C	R	E	W	P	M	A	N	A	G	E	R	C	T	O	R	E	E
T	S	I	L	A	I	C	E	P	S	M	D	A	F	S	W	C	M
T	R	A	N	S	C	R	I	P	T	I	O	N	I	S	T	O	U
P	E	R	I	C	R	Y	R	A	T	E	R	C	E	S	R	O	C
C	R	A	E	T	I	P	D	E	C	T	Y	W	H	I	D	O	O
W	O	R	D	P	R	O	C	E	S	S	O	R	X	W	O	R	D

Coordinator
WP Secretary
Cor Assistant
Receptionist
WP Operator
Word Processor
Transcriptionist
WP Manager

Supervisor
Adm Specialist
Proofreader
Executive
Cor Secretary
Document Specialist
Editor
Typist

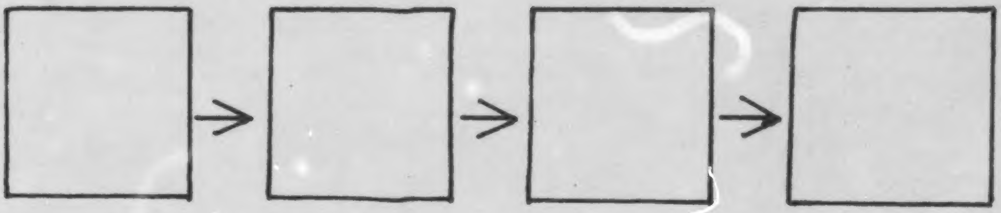
APPENDIX I

On the following chart illustrate a vertical career path in word processing using the job classifications found in your glossary.



APPENDIX I

On the following chart illustrate a horizontal career path in word processing using the job classifications found in your glossary.



APPENDIX J

CHECK LIST FOR CAREER PREFERENCE

Student________________________

Initial Career Preference:

____

	Yes	No
1. The time just flies by when I am typing.		
2. I can't concentrate when there is too much noise and activity around me.		
3. I enjoy working independently.		
4. I get bored doing the same thing all the time.		
5. I can organize my work and give clear instructions to others.		
6. I accept responsibility and can delegate chores.		
7. I do not want to be responsible for anyone but myself.		
8. I am very good in spelling and punctuation and enjoy reading.		
9. I am very interested in teaching new skills to people.		
10. I dislike having to check someone else's typed manuscript in typing class for errors. I don't mind checking my own.		

ANSWER KEY

APPENDIX A:

ACROSS		DOWN	
1.	wp	2.	proofreader
3.	human	4.	mail
5.	keyboarding	6.	graduate
8.	records	7.	oral
10.	trainee	9.	senior
		10.	tech

APPENDIX B: 1. trainee 2. coordinator 3. supervisor
4. proofreader 5. keyboarding 6. secretary
7. analyst 8. specialist 9. operator
10. editing

APPENDIX C: 1. advertisement 3. paid 4. omitted
8. irrelevant 10. detriment 13. unconscious
15. February 17. congratulation 18. Wednesday
19. receive

APPENDIX D: 1. c
2. a
3. b
4. b
5. a

GLOSSARY

JOB TITLES AND DESCRIPTIONS FOR WORD PROCESSING PERSONNEL*

NOTE: All positions are non-exempt (hourly wage) except where noted.

A. WORD PROCESSING TRAINEE

Entry level position for those having 0-12 months word processing experience. Must have adequate typing skills, good knowledge of grammar, punctuation, spelling and formatting, the ability to use dictionaries, handbooks and other reference materials, and be oriented toward teamwork and the use of machines. A trainee's functions include routine transcription and manipulation of text from various types of source information (dictation, handwritten, etc.). Maintains own production records, and may be required to proofread own work.

B. WORD PROCESSING OPERATOR

The next level up from WP Trainee for those having 6-24 months word processing experience. In addition to having all the qualifications and functions of position A, a Word Processing Operator handles special documents, meets established quality standards, uses all of a machine's text editing functions and is familiar with department terminology and company practices.

C. WORD PROCESSING SPECIALIST I

A Word Processing Operator with a minimum of 18 months experience who can format, produce and revise complicated documents, such as lengthy technical and statistical reports, from complex source information, including the retrieval of text and data from electronic files. Exercises independent action when interpreting instructions to produce a quality document, understands proofreader marks, and assumes full responsibility for document accuracy and completeness. Has a thorough knowledge of center procedures and maintenance of records. May operate word processing equipment in the telecommunications mode.

D. WORD PROCESSING SPECIALIST II/ASSISTANT SUPERVISOR

A person at this level exercises all of the competencies of position C and may act as Assistant Supervisor. A Word Processing Specialist II is able to operate all the information processing equipment within the installation. Responsibilities include coordinating and assigning work, analyzing requirements for specific projects, communicating with users, compiling production statistics and recommending changes in center procedures. May also assist in training personnel.

E. PHOTOTYPESETTING SPECIALIST

A Word Processing Operator who enters special codes while keyboarding and revising text that is to be output on a photocomposition system. Has knowledge of points, picas, typefaces, leading, format requirements, production techniques, and other aspects of typesetting and printing.

F. WORD PROCESSING TRAINER

Someone with a minimum of 24 months experience operating word processing systems who spends the majority of time training new operators. May also be responsible for instructing users in dictation methods and other procedures to insure maximum utilization of a wp center. Should make recommendations to management concerning new equipment purchases from the standpoint of ease of use.

G. PROOFREADER
Proofreads typed copy for text content, spelling, punctuation, grammar, and typographical errors. May be responsible for setting grammar and format standards, guidance and/or training of secretaries and principals.

H. WORD PROCESSING SUPERVISOR
With all the competencies of a Word Processing Specialist II, a Supervisor is responsible for the operation of a center (or section within a large center). Schedules and coordinates workflow, assists word processing personnel in document production and in establishing and maintaining quality standards. Also analyzes production data and procedures, identifies potential improvements and may be responsible partially for budgets and equipment recommendations. Reports to Word Processing Manager.

I. WORD PROCESSING MANAGER
Exempt (salaried). Responsible for the overall operation of a word processing center, including the guidance of supervisors, personnel administration, staff requirements, user liaison and evaluation, design and implementation of future wp systems. Also is responsible for budgets, overall production reports, and coordination of services with administrative support. May also manage the operation of photocopying, printing, mailing or graphics services. In larger organizations, the Word Processing Manager reports to Information Systems Manager.

AA. ADMINISTRATIVE SECRETARY
Someone who works for a group of principals as part of a team under the direction of an Administrative Support Supervisor or Manager. Responsibilities include such support functions as filing, photocopying, maintaining calendars, records and lists, and providing special secretarial services, etc.

BB. SENIOR ADMINISTRATIVE SECRETARY
Has a record of exceptional performance. At times may act as assistant to supervisor of an administrative team and is qualified to compose and edit documents for principals, provide research support and perform other paraprofessional duties. Handles special projects and is fully aware of company standards and practices.

CC. ADMINISTRATIVE SUPPORT SUPERVISOR
May have the responsibilities of position BB in addition to scheduling and administering workflow to a team of administrative secretaries. Responsible for liaison with and training of users who benefit from administrative support. Evaluates staffing requirements, prepares management reports, recommends new methods of handling administrative secretaries. Reports to Administrative Support Manager.

DD. ADMINISTRATIVE SUPPORT MANAGER
Exempt (salaried). Has full responsibility for developing, maintaining and evaluating all services under administrative support within an organization,

such as filing, telephone, mail and para-professional support. Monitors the success of the administrative support group and is familiar with the company's goals and objectives. Works closely with the Word Processing Manager to ensure cooperation of the two functions. May manage other major administrative duties such as records and retention, microfilm, print shop, purchasing, etc. Reports to Information Systems Manager (in large organizations).

EE. STAFF ANALYST

Exempt (salaried). Responsible for consulting and assisting Word Processing and Administrative Support Supervisors and Managers. Conducts studies, reviews operations, and determines and recommends appropriate staffing, procedures and equipment. Reports to Information Systems Manager or Word Processing Manager or Administrative Support Manager.

J. INFORMATION MANAGER

Exempt (salaried). May be Vice President or Assistant to Vice President in some organizations. Has total responsibility for all aspects of an organization's office system, including word processing, administrative support and other information processing functions. Ensures the collaboration of all support functions. Reports to a chief executive officer.

*Used with the permission of the International Information/Word Processing Association, Willow Grove, PA.

SUPPLEMENTARY MATERIALS

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Preston, Sharon. Word Processing--What Is It?
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Western Tape, 1981.
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Mountain View, CA 94042

SIMULATIONS

Moody, Patricia, and Anne Matthews. The Word Processing Correspondence Secretary.
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South-Western Publishing Company, 1981.
5101 Madison Road
Cincinnati, OH 45227

TEXTBOOKS

Casady, Mona. Word Processing Concepts.
W60 - Text-Workbook
South-Western Publishing Company, 1980.
5101 Madison Road
Cincinnati, OH 45227

MISCELLANEOUS

Word Processing Career Opportunities, by Kathleen P. Wagoner.
Ball State University
Bureau of Business Research
Muncie, IN 47306
1975. (Write for price)

Career Alternative Packet: Word Processing.
University of Maryland
Department of Industrial Education
College Park, MD 20742
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Bergerud, M. and J. Gonzalez. Word Processing: Concepts and Careers. New York: John Wiley and Sons, Inc., 1978.

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Huffman, Virginia, and Rita Kutie. The WP Book. New York: John Wiley and Sons, Inc., 1980.

Matthews, James C. "Data Processing: Data Processing and Word Processing: A Look into the Eighties," Business Education Forum. Vol. 34, No. 7. April, 1980.

Meroney, John W. "Word Processing--What Skills Should an Entry-Level Applicant Have?" Century 21 Reporter. Fall, 1979.

Murphy, Danny W. "Q & A," Century 21 Reporter. Spring, 1980.

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Pibal, Darlene C. "Office Skills: Integrating Word Processing Skills, Terminology, Concepts into Existing Curriculums," Business Education Forum. Vol. 34, No. 7. April, 1980.

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"Word Processing," High School Career Specialty Program. Milwaukee Public Schools, 1979.

UNIT III

HUMAN RELATIONS SKILLS FOR TODAY'S OFFICE

INTRODUCTION

In a survey conducted by Kusek, the most frequent need in the area of word processing expressed by the respondents was the development of management skills. Therefore, this unit was designed not only to provide for the development of good human relations skills with peers, but also to develop the human relations skills necessary for effective management of employees in a word processing center.

Students will be given opportunities to develop good human relations skills by placing them in work situations that will motivate them to work harmoniously, productively, and with sensitivity to the feelings and attitudes of others.

COMPETENCIES

1. Develop a positive attitude in working and getting along with others.
2. Exhibit desirable character traits in handling confidential matters and pressure situations.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Demonstrate a positive attitude in working with others.
2. Demonstrate ability to get along with others.
3. Cope with pressure situations.
4. Handle confidential matters responsibly.
5. Demonstrate ability to direct others.
6. Exhibit desirable character traits--loyalty, honesty, integrity, punctuality.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given the necessary background, students will be able to define (on a written test) at least 75 percent of the following terms:

   - attitude
   - being accepted
   - responsible behavior
   - confidential
   - loyalty
   - honesty
   - integrity
   - punctuality
   - teamwork

2. Given a list of examples exhibiting attitudes, students will be able to differentiate between those exhibiting positive attitudes and those exhibiting negative attitudes on a written test with at least 75 percent accuracy.

3. Given a situation, students will be able to describe to the class the relative effects of positive and negative attitudes exhibited covering at least 75 percent of these effects.

4. In a classroom discussion, students will be able to contribute at least one means of developing and maintaining a positive attitude.

5. In a group situation, students will exhibit their acceptance of constructive criticism as a valuable aid for self-improvement with an average rating of not less than three when evaluated by other group members on a scale of one to five with one being the highest.

6. At the end of each group activity, students will be asked to evaluate other members of the group using a short checklist on the individual's ability to (1) work cooperatively with other members of the group, (2) exhibit awareness of the needs and feelings of others, (3) show empathy for others, and (4) exhibit integrity. The checklists will be combined at the end of the unit and students must have at least an average rating.

7. Given several plausible responses for acting responsibly in a business environment situation on a written test, students will be able to rank these with at least 75 percent accuracy in order of most desirable to least desirable.

8. Given a list of written office rules or regulations and policies on a written test, students will be able to correctly interpret at least 75 percent of them.

9. Students in a group situation will exhibit ability to effectively cope with irritating habits and distracting mannerisms of other employees. The students will be evaluated by observation of the instructor using a checklist to be provided.

10. Given a case study on a written test involving working toward a promotion, the promotion of a co-worker, or lack of a promotion, the students will be evaluated on originality, accuracy, and adherence to good human relations skills on a scale of one to ten with six being the minimum acceptable score.

11. Given a list of situations on a written test, students will be able to explain why these situations could be considered pressure situations and suggest a way of coping with each with at least 75 percent accuracy.

12. Given a list of projects to be completed on a job on a written test, students will be able to rank these in order of priority explaining the ranking of each with at least 75 percent accuracy.

13. Given leadership positions of president and vice-president of a company and a promotional situation, students will be able to assume responsibility, exhibit their ability to handle confidential materials, and complete the project in class with 75 percent accuracy in a given period. Checklists will be provided for group workers to evaluate the performance of the leader. Seventy-five percent of the traits on the checklist must receive an average rating.

14. On a written test, students will be able to explain the importance of attendance and punctuality in a word processing center with at least 75 percent accuracy.

15. On a written test, students will be able to give at least four examples of an employee exhibiting loyal and honest behavior.

SUGGESTED INTEREST APPROACHES

1. Give a pretest to determine the students' understanding of the term "human relations," the benefits of getting along with others at work, and ways of improving human relations skills.

2. Invite a management teacher, professor or personnel director from your area to speak on improving one's human relations skills.

3. Have a school coach discuss the cooperation necessary between head coaches and assistant coaches and players, and players themselves, relating to team effort.

METHODOLOGY

This unit has been designed to incorporate numerous group work activities to improve human relations skills. In addition, the teacher's lecture will be used to incorporate content not covered in group activities. Most of the topical content must be extracted from various sources available to the instructor. Many of these sources are listed in the reference section of this unit.

UNIT OUTLINE

HUMAN RELATION SKILLS FOR TODAY'S OFFICE

I. Developing Positive Attitudes

   A. Improving attitude on work
   B. Accepting constructive criticism

II. Getting Along with Others
   A. Showing acceptance
   B. Acting responsibly
   C. Interpreting written and unwritten office rules
   D. Coping with habits and mannerisms of others
   E. Getting ahead while getting along

III. Handling Pressure Situations

   A. Identifying pressure situations
   B. Setting priorities
   C. Coping with pressure situations

IV. Handling Routine Situations

   A. Handling routine situations suggestions
   B. Coping with routine situations suggestions

V. Handling Confidential Matters

   A. Handling confidential materials (matters) responsibly
   B. Using discretion in handling confidential materials (matters)

VI. Developing Desirable Character Traits

A. Having loyalty
B. Being honest
C. Exhibiting integrity traits
D. Being punctual
E. Working as a team

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Given the necessary background, students will be able to define (on a written test) at least 75 percent of the following terms: attitude, being accepted, responsible behavior, confidential, loyalty, honesty, integrity, punctuality, and teamwork.

Subject Matter Content	Learning Activities
Developing Positive Attitudes	1. Complete the Crossword Puzzle after reviewing the human relations terms. (Appendix A) 2. Complete the Scrambled Words Exercise reviewing human relations terms. (Appendix B) 3. Write sentences with the human relations terms. 4. Write scripts illustrating each of the human relations terms by dividing into groups of five and choosing a term. 5. Play the Human Relations Charades game. (Appendix C)

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2. Given a list of examples exhibiting attitudes, students will be able to differentiate between those exhibiting positive attitudes and those exhibiting negative attitudes with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Developing Positive Attitudes	1. Complete Attitudes Analysis (Appendix D)

2. Divide into groups of five or seven and demonstrate an office situation in which the manager and the employee exhibit a positive attitude and a negative attitude.

3. Act out a script that exhibits positive and negative attitudes.

4. Observe at least three people and report to the class the positive and negative attitudes observed.

---

3. Given a situation, students will be able to describe to the class the relative effects of positive and negative attitudes exhibited covering at least 75 percent of these effects.

Subject Matter Content	Learning Activities
Developing Positive Attitudes	1. Analyze the observation made in a previous activity indicating what types of effects the display of negative and positive attitudes had on those persons observed.
	2. Analyze case studies illustrating positive and negative handling of situations. List possible effects on employees in each case.
	3. Prepare a questionnaire to be used in interviews, and interview three people to obtain their attitude toward their job.

---

4. In a classroom discussion, students will be able to contribute at least one means of developing and maintaining a positive attitude.

Subject Matter Content	Learning Activities
Developing Positive Attitudes	1. List at least two positive and two negative attitudes you often exhibit. State how

you plan to maintain the positive attitudes and how you can change the negative attitudes to positive.

2. Group into pairs and point out positive and negative attitudes observed in each other, and arrive at a plan for changing the negative ones to positive ones.

---

5. In a group situation, students will exhibit their acceptance of constructive criticism as a valuable aid for self-improvement with an average rating of not fewer than three points when evaluated by other group members on a scale of one to five with one being the highest.

Subject Matter Content	Learning Activities
Accepting Constructive Criticism	1. Rate on a scale from one to five with one being the highest, each member in the group on his/her ability to accept constructive criticism. (Divide the class into groups of five and have the groups offer constructive criticism to each individual within their group on the following: attitudes, responsible behavior, teamwork and ability to get along with others.) 2. Write a short paper stating feelings about constructive criticism. Identify ways attitudes toward criticism can be improved.

---

6. At the end of each group activtiy, students will be asked to evaluate other members of the group using a short checklist on the individual's ability to (1) work cooperatively with other members of the group, (2) exhibit awareness of the needs and feeling of others, (3) show empathy for others, and (4) exhibit integrity. The checklists will be combined at the end of the unit and students must have at least an average rating.

Subject Matter Content	Learning Activities
Attitudes	1. Give an example of how the following traits can be exhibited in a

classroom situation: considers feelings of others, able to see other's point of view, cooperates with others, adheres to personal ethics, displays loyalty to others, and acts responsibly. (For this activity divide the students into groups.)

2. Evaluate other members of the class using a short checklist. (Appendix E)

3. Write a short paper on a situation in which you have been involved where you exhibited a negative attitude, and describe how it could be changed to a positive attitude.

---

7. Given several plausible responses for acting responsibly in a business environment situation on a written test, students will be able to rank these with at least 75 percent accuracy in order of most desirable to least desirable.

Subject Matter Content	Learning Activities
Acting Responsibly	1. Rank the reactions in order of most desirable to least desirable when given various business environment situations with a list of possible reactions by employees. 2. List possible employee reactions and rank them in order of most desirable to least desirable when provided a business environment situation.

---

8. Given a list of written office rules or regulations and policies on a written test, students will be able to interpret correctly at least 75 percent of them.

Subject Matter Content	Learning Activities
Interpreting Rules, Policies	1. Interpret specific rules from office manuals provided by teacher. (Students can be grouped for this activity.)

2. Obtain copies of office manuals for interpretation in class.
3. Discuss the importance of following rules and regulations after listening to a manager speak to the class concerning this matter.
4. Interview personnel managers to determine the most frequently abused rules and regulations.
5. Draw up a policy manual after being given a description of a business organization.

---

9. Students in a group situation will exhibit ability to cope effectively with irritating habits and distracting mannerisms of other employees. The students will be evaluated by observation of the instructor using a checklist to be provided.

Subject Matter Content	Learning Activities
Coping with Habits and Mannerisms of Others	1. Work with another student on a project. (Give each student a slip of paper requiring them to perform in a certain way exhibiting an irritating habit or mannerism without letting the other know what is on his/her slip of paper.) Discuss reactions to behavior exhibited in the control situation. 2. List reactions to a situation in which the instructor performs irritating and distracting acts while students are working individually on a timed assignment. 3. List for class discussion three habits or mannerisms that irritate you.

---

10. Given a case study on a written test involving working toward a promotion, the promotion of a co-worker, or lack of promotion, the students will be evaluated on originality, accuracy, and adherence to good human relations skills on a scale of one to ten with six being the minimum acceptable score.

Subject Matter Content	Learning Activities
Getting Ahead While Getting Along	1. List ways of getting promotions in a business situation. Then, extract those which might adversely affect others. 2. Suggest ways of handling jealous co-workers. 3. Prepare a bulletin board suggesting ways for getting ahead. 4. Conduct a survey to determine the criteria used for promotion within an organization.

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11. Given a list of situations on a written test, students will be able to explain why these situations could be considered pressure situations and suggest a way of coping with each with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Handling Pressure Situations	1. Interview employees of organizations to determine pressure situations and how the employee handles these. 2. List ways to cope with tension or stress on the job. 3. Prepare a collage depicting reactions to pressure situations.

---

12. Given a list of projects to be completed on a job on a written test, students will be able to rank these in order of priority explaining the ranking of each with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Setting Priorities	1. List ten tasks to be completed in a word processing center and place these in order of priority. 2. Interview at least one secretary to determine what tasks take priority in the office in which he/she is employed.

3. Report on articles from periodicals dealing with setting priorities.

4. Practice placing tasks in order of priority. (Divide the class into teams and offer extra points for the winning team.)

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13. Given leadership positions of president and vice-president of a company and a promotional situation, students will be able to assume responsibility, exhibit their ability to handle confidential materials, and complete the project in class with 75 percent accuracy in a given period. Checklists will be provided for group workers to evaluate the performance of the leader. Seventy-five percent of the traits on the checklist must receive an average rating.

Subject Matter Content	Learning Activities
Handling Confidential Materials Responsibly	1. Work in small groups and write a situation involving the handling of confidential matters and a promotional decision by top management. (Assign students in each group positions of responsibility including a person in charge.)
	2. Evaluate the performance of the person in charge in Activity No. 1. (Appendix F)
	3. Role play a script depicting the handling of confidential material when placed in precarious situations.
	4. Research and report on laws affecting the handling of confidential employee information.

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14. On a written test, students will be able to explain the importance of attendance and punctuality in a word processing center with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Attendance and Punctuality	1. Discuss the importance of regular attendance and punctuality after

listening to a manager or supervisor speak to the class on the subject.

2. Write a report on the importance of punctuality in a word processing center.

3. Interview persons in an office situation to determine the type of discipline or punishment administered for lack of attendance and tardiness.

4. Examine office manuals to determine the types of rules in force in local businesses concerning attendance and punctuality. (This can be a group activity.)

5. Compose an attendance and punctuality policy that would be fair. (This can be a group activity.)

---

15. On a written test, students will be able to give at least four examples of an employee exhibiting loyal and honest behavior.

Subject Matter Content	Learning Activities
Loyalty and Honesty	1. Interview persons in authority to determine what is considered loyal and honest behavior. 2. Write a skit depicting loyal and honest behavior in an office setting. Act out the skit for the class. (Group activity) 3. Discuss the importance of loyal and honest behavior of employees after listening to a personnel director speak on the subject.

UNIT TEST

HUMAN RELATIONS SKILLS FOR TODAY'S OFFICE

A. Define the following terms:

1. attitude
2. being accepted -
3. confidential -
4. honesty -
5. integrity -
6. loyalty -
7. punctuality -
8. responsible behavior -
9. teamwork -

B. Listed below are five statements made by employees about the people they work with and about their jobs. Indicate in the blank provided whether each statement is P (positive) or N (negative).

_____ 1. "My job allows for advancement."

_____ 2. "Policies are made to keep the employees in line."

_____ 3. "Going to work is the pits."

_____ 4. "Raises are based on quality work."

_____ 5. "It's the manager's responsibility to stay on the employees' backs."

C. Read the ABC Hardware Store case. Answer all questions that relate to the case.

The ABC Hardware Store opened for business in a large shopping mall. Michelle Baudoin, who had been with the ABC Hardware chain for eight years, was assigned as the manager. During the first week the store was open, it set a company record for sales; however, during the second week, sales dropped but still remained higher than the predicted sales by company officials. Miss Baudoin was pleased with all departments in the store except the paint department. After careful study, she realized that this department was not producing the 15 percent of total sales produced in the other chain stores.

The manager of the department, Mr. Tauzin, thought that sales would improve once he became organized and provided additional training for his staff. He also felt that he was not being given the most desirable location in the store, which he said would improve sales. Miss Baudoin continued to observe the situation for six weeks, noticing that Mr. Tauzin continued to have lack of organization and failed to motivate his staff. Also, there was little done to entice customers to that department. However, his displays were neat and logically arranged.

Questions:

1. Give examples of positive and negative attitudes exhibited in this case study.

2. What attitudes need to be changed by Mr. Tauzin?

3. What could Miss Baudoin do to improve the attitude of Mr. Tauzin?

D. Rank the responses below in order of most desirable to least desirable in the blanks provided.

The employees in the word processing center have been abusing coffee breaks by going early and/or staying late. The manager has had to reprimand them for this action. The employees' response should be to:

____take the 15-minute break when they get tired in the morning or afternoon.

____take the 15-minute break at the established time.

____not take the break.

____save break time and leave 30 minutes earlier or come in 30 minutes later.

____continue the pattern of behavior.

E. For each of the written office rules listed below, give your own interpretation.

1. All employees are to report to work at 8 a.m. and leave at 4:30 p.m. Two 15-minute breaks and a one-hour lunch break are allowed with staggered scheduling.

2. All employees are to wear standard skirts, blouses, and jackets furnished by the company.

3. Vacation time will be scheduled in order of seniority.

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4. All employees must notify their supervisor of their absence because of illness by 7 a.m. of the day to be missed.

F. Read the Barker case. Answer all questions that relate to the case.

Tom Barker has been working as a sales clerk for a small feed and seed store for six years. He wanted to be the new assistant to the owner of the store. On many occasions, the owner of the store, Mr. Kelly, had told Tom that he was a good worker. Tom was very happy on these occasions and did not fail to tell the other employees what the owner had said to him. Tom also made it a point to say nice things about Mr. Kelly. He also made bad remarks about one other employee who was up for the position. These remarks not only got back to Mr. Kelly, but also to the other employee. Tom got the position as assistant manager to Mr. Kelly but lost all of his employee friends.

Questions:

1. What recommendation would you have made to Tom for securing this position?

2. How could Tom have maintained the friendship of the other employees?

3. What else could Mr. Kelly have done under the circumstances?

G. Explain why these situations could be pressure situations.

1. Jean had worked as an executive secretary for 10 years. She was offered a promotion as the office manager of the company, supervising 30 secretaries and clerical workers. She was able to keep up with the demands of her position for two months. Then, she lost her appetite, could not sleep, could not keep up with her reports, and could not efficiently supervise her staff.

2. A change in jobs from one part of the country to another.

3. You fear that other workers are talking about you.

4. You are going through a divorce.

5. A member of your family has died.

6. You have financial problems.

7. You have set unreasonably high standards for yourself.

H. Rank the following projects in order of priority from 1 to 7 with 1 being the highest.

_____ Finding a letter in the file which the boss needs for today's meeting at 9 a.m.

_____ Conducting a study of the feasibility of adopting new word processing equipment.

_____ Making copies of the agenda for the meeting at 9 a.m.

_____ Answering the phone.

_____ Filing correspondence.

_____ Planning an itinerary for the boss's trip next month to London.

_____ Typing letters to be mailed sometime during the day.

I. Explain the importance of attendance and punctuality in a word processing center.

J. Give four examples of an employee's exhibiting loyal and honest behavior.

ANSWER KEY

HUMAN RELATIONS SKILLS FOR TODAY'S OFFICE

A.

1. attitude - feeling or emotion toward situations or people
2. being accepted - being received as proper or normal
3. confidential - private or secret
4. honesty - fairness and straightforwardness of conduct
5. integrity - adhering to a code of values
6. loyalty - being faithful
7. punctuality - being on time
8. responsible behavior - accountable for one's actions
9. teamwork - cooperation necessary to complete a project involving two or more people

B.

1. P 2. N 3. N 4. P 5. N

C.

1. Positive:
    a. good location
    b. record sales
    c. manager was pleased with most departments
    d. Mr. Tauzin's displays were appropriate

    Negative:
    a. admitted operating his department with a disorganized and untrained staff.

    b. complained of an undesirable location.

    c. stated that advertising for the paint department was practically non-existent.

2. a. Mr. Tauzin needs to organize and train his staff rather than accept it as it is.

    b. Mr. Tauzin should find ways to motivate his staff.

3. a. Miss Baudoin could offer her help in the preparation of a manual for the organization of his staff.

   b. She could suggest that he rearrange his department.

   c. She could offer to help him construct advertising media.

D. 2, 1, 4, 3, 5

E. 1. Arrive and leave on time and take breaks and lunch break at specific times.

   2. All employees are to wear company uniforms.

   3. Seniority with the organization determines the order of scheduling vacation time.

   4. Call in by 7 a.m. on the day of illness.

F. 1. Continue working in harmony as before and refrain from making undesirable remarks about his co-workers.

   2. Tom could have made positive remarks about all the employees.

   3. Mr. Kelly might have been more objective in his choice.

G. 1. She has the ability to take and follow instructions but cannot give instructions or supervise others.

   2. One may find it stressful to adapt to a new environment.

   3. This distraction is taking her mind off her work.

   4. Personal problems are hampering your job efficiency.

   5. Personal problems are hampering your job efficiency.

   6. Personal problems are hampering your job efficiency.

   7. You are not able to accept yourself as a human being.

H. 3
7
2
1
5
6
4

I. Attendance and punctuality in a word processing center is important because it affects the distribution of the workload.

J. 1. Not telling trade secrets.
   2. Doing assigned work.
   3. Observing rules and regulations.
   4. Not making derogatory remarks about the company to outsiders.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Give unit test
- Give class participation grade
- Give student project grades
- Grade students on rating sheets provided

EQUIPMENT AND SUPPLIES

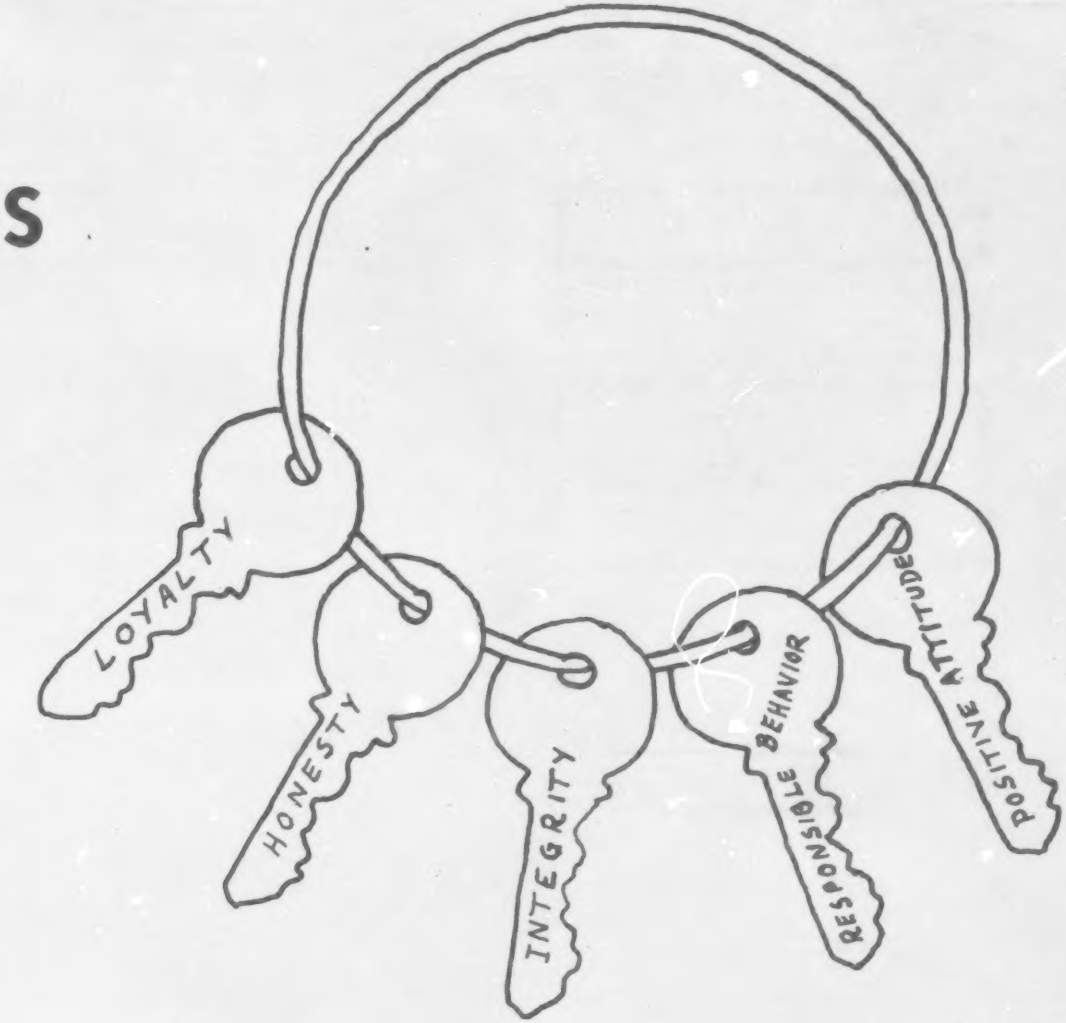
Student

Textbook
Notebook
Rating Sheets
Instruction Sheets
Case Studies
Office Manuals
Checklists

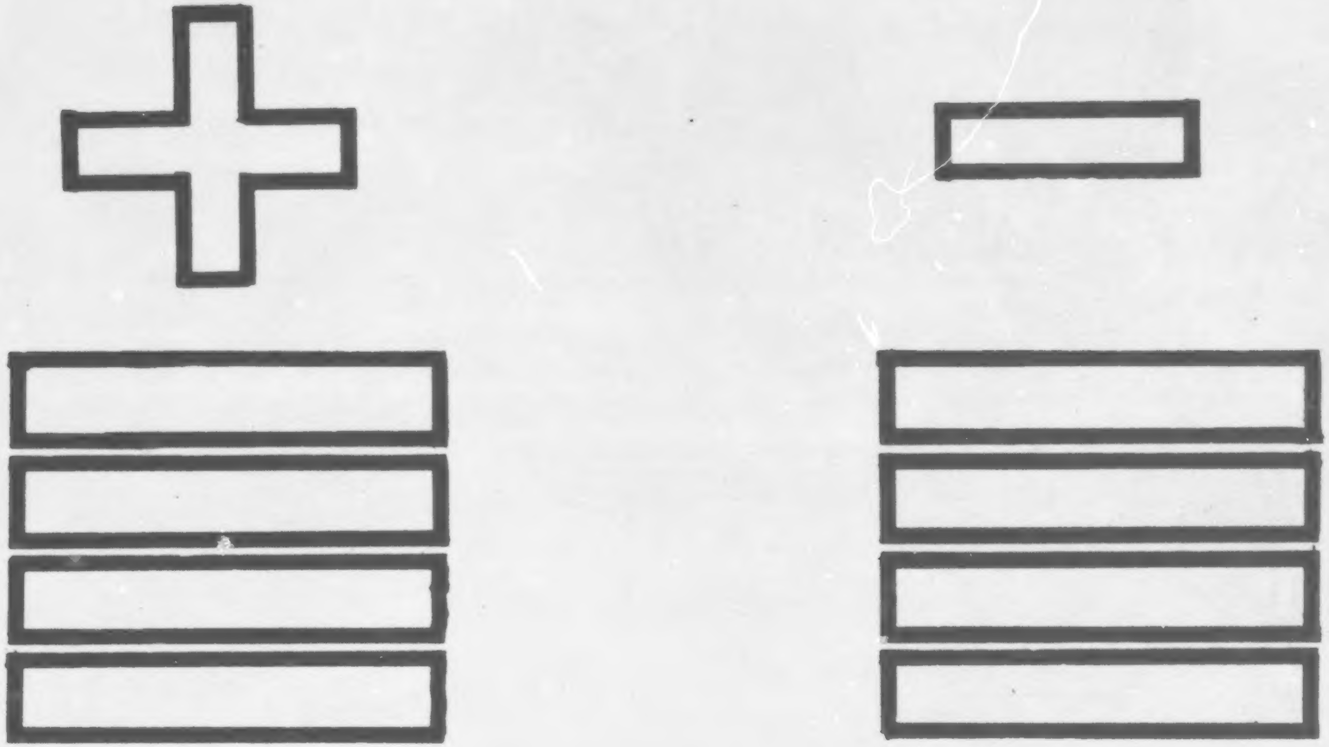
Teacher

Textbook and Manual
Transparencies
Bulletin Board Supplies
Rating Sheets
Transparency Pens
Overhead Projector
Construction Paper
Bulletin Board Letters
Office Manuals
Checklists
Filmstrip Projector
Cassette Player

KEYS TO HUMAN RELATIONS


LOYALTY
HONESTY
INTEGRITY
RESPONSIBLE BEHAVIOR
POSITIVE ATTITUDE

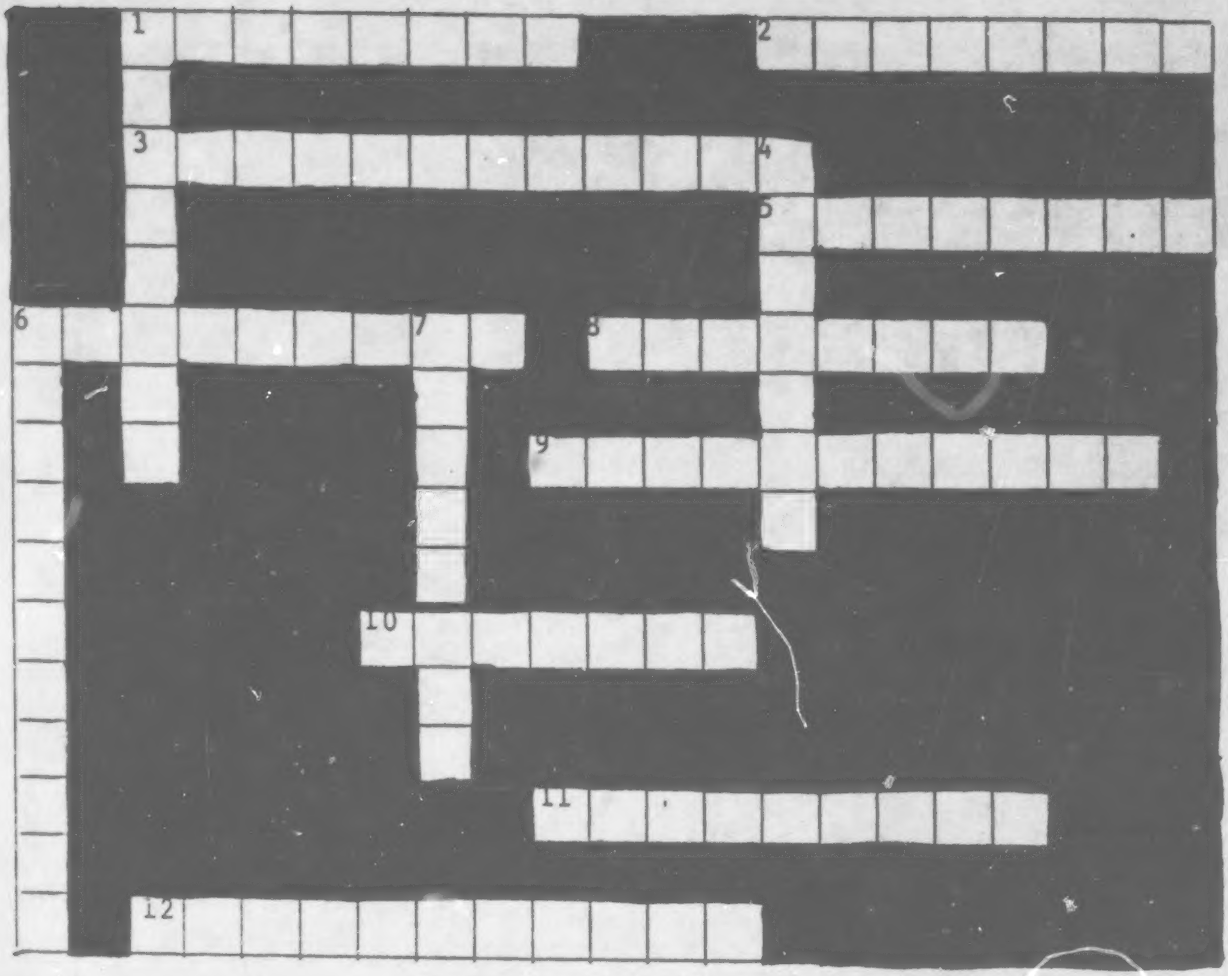
TYPES OF ATTITUDES



NOTE: Have students make statements exhibiting positive or negative attitudes and print these on strips of poster paper and place under the positive or negative sign. This can be used as a culminating activity for the attitudes section of the Human Relations Unit.

APPENDIX A

HUMAN RELATIONS TERMINOLOGY



ACROSS

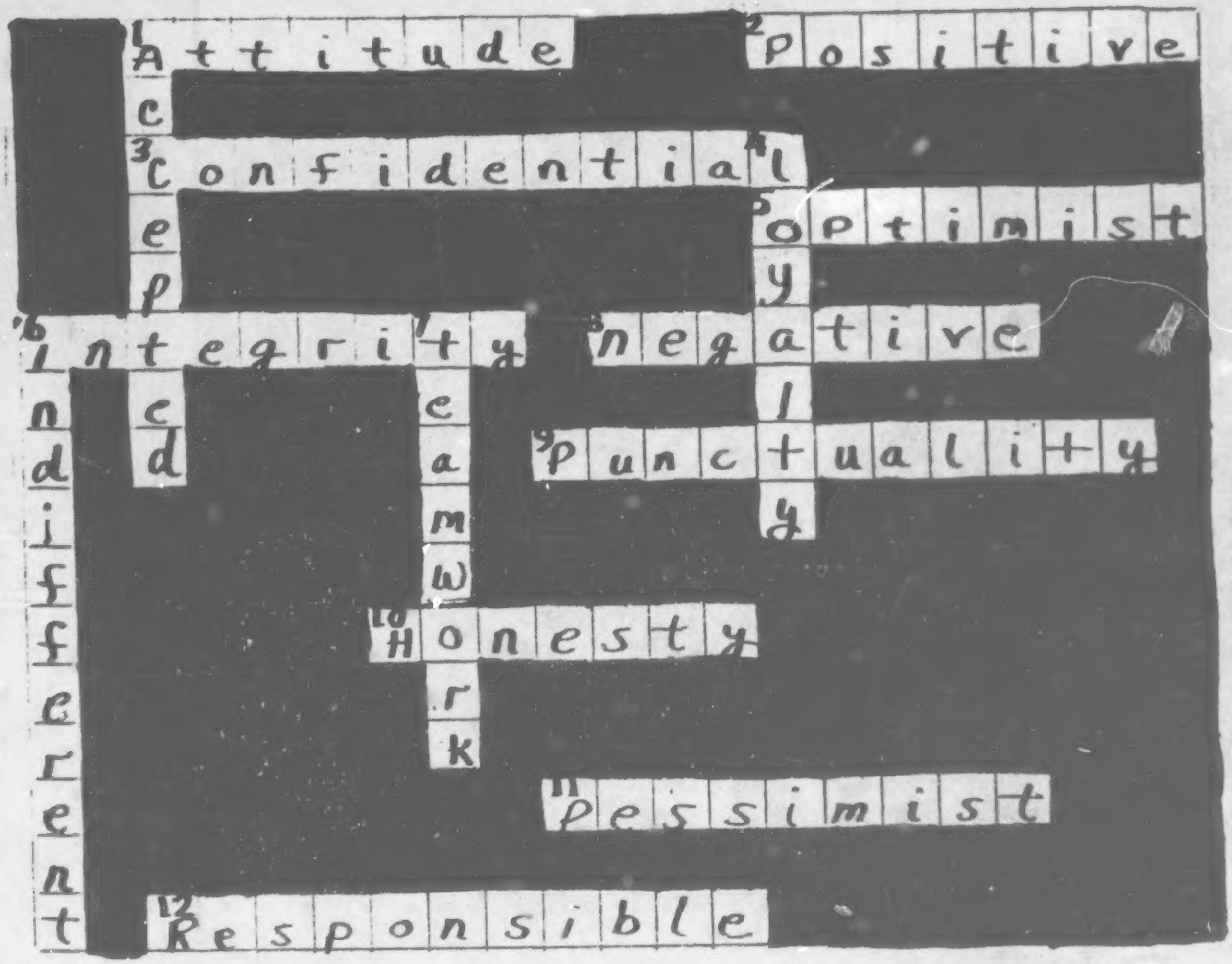
1. A feeling a person has about someone or something
2. A type of attitude indicating an optimistic outlook
3. Told or written as a secret
5. A person with a positive attitude
6. Adherence to an established set of personal ethics
8. A type of attitude indicating a pessimistic outlook
9. Being on time; promptness
10. Being truthful
11. A person with a negative attitude
12. Answerable or accountable

DOWN

1. Being approved
4. Faithfulness
6. An attitude indicating lack of interest
7. Cooperation within a group

APPENDIX A

HUMAN RELATIONS TERMINOLOGY


1 Attitude
2 Positive
3 Confidential
4 Loyalty
5 Optimist
6 Integrity
7 Teamwork
8 Negative
9 Punctuality
10 Honesty
11 Pessimist
12 Responsible
Accepted
Indifferent

ACROSS

1. A feeling a person has about someone or something
2. A type of attitude indicating an optimistic outlook
3. Told or written as a secret
5. A person with a positive attitude
6. Adherence to an established set of personal ethics
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10. Being truthful
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12. Answerable or accountable

DOWN

1. Being approved
4. Faithfulness
6. An attitude indicating lack of interest
7. Cooperation within a group

APPENDIX B

HUMAN RELATIONS TERMINOLOGY

SCRAMBLED WORDS

ylolyat ____________________

tpyaunulcti ____________________

ktowarem ____________________

eclioifndnta ____________________

beserlpsnoi ____________________

tetuatid ____________________

sipsiemts ____________________

ecdacpte ____________________

itosipmt ____________________

etneagvi ____________________

tepsoivi ____________________

shnotye ____________________

ftiefndinre ____________________

giynertti ____________________

APPENDIX B

HUMAN RELATIONS TERMINOLOGY

SCRAMBLED WORDS

ylolyat	loyalty
tpyaunulcti	punctuality
ktowarem	teamwork
eclioifndnta	confidential
beserlpsnoi	responsible
tetuatid	attitude
sipsiemts	pessimist
ecdacpte	accepted
itosipmt	optimist
etneagvi	negative
tepsoivi	positive
shnotye	honesty
ftiefndinre	indifferent
giynertti	integrity

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APPENDIX C

HUMAN RELATIONS CHARADES

Directions

- Divide class into groups and give each group a name and have them choose a captain. Have the group choose one of the terms from the crossword puzzle to act out. The term is acted out twice and the other teams have three minutes to figure out the term.
- Winning team will receive a given number of bonus points.

APPENDIX D

ATTITUDE ANALYSIS

Directions

Listed below are 20 remarks made by workers about their jobs and people that work with them. In the blank provided, indicate the employee statement as P (Positive) or N (Negative).

____ 1. "I like my job."

____ 2. "My boss is on my back constantly."

____ 3. "My supervisor is picky."

____ 4. "My boss is great."

____ 5. "The only thing good about my job is the pay."

____ 6. "This job is very interesting."

____ 7. "Will this working day ever end?"

____ 8. "I do not like my co-workers."

____ 9. "I hate working late."

____ 10. "Company benefits are great."

____ 11. "Rules are made to be broken."

____ 12. "Working is fun."

____ 13. "I look forward to going to work."

____ 14. "The manager is concerned only with accomplishing company objectives."

____ 15. "My co-workers are wonderful."

____ 16. "My office is depressing."

____ 17. "My job is rewarding."

____ 18. "Policies are for the benefit of the employees."

____ 19. "My co-worker is a fink."

____ 20. "My manager is a snoopervisor."

APPENDIX D

ATTITUDE ANALYSIS

Directions

Listed below are 20 remarks made by workers about their jobs and people that work with them. In the blank provided, indicate the employee statement as P (Positive) or N (Negative).

P 1. "I like my job."

N 2. "My boss in on my back constantly."

N 3. "My supervisor is picky."

P 4. "My boss is great."

N 5. "The only good thing about my job is the pay."

P 6. "This job is very interesting."

N 7. "Will this working day ever end?"

N 8. "I do not like my co-workers."

N 9. "I hate working late."

P 10. "Company benefits are great."

N 11. "Rules are made to be broken."

P 12. "Working is fun."

P 13. "I look forward to going to work."

N 14. "The manager is concerned only with accomplishing company objectives."

P 15. "My co-workers are wonderful."

N 16. "My office is depressing."

P 17. "My job is rewarding."

P 18. "Policies are for the benefit of the employees."

N 19. "My co-worker is a fink."

N 20. "My manager is a snoopervisor."

APPENDIX E

STUDENT EVALUATION CHECKLIST

Directions

On the following checklist, evaluate other members of the group on their ability to:

	Always	Sometimes	Never
1. Consider the feelings of others			
2. See the other person's point of view			
3. Cooperate with others			
4. Adhere to personal ethics			
5. Display loyalty to others			
6. Act responsibly			

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APPENDIX F

CHECKLIST OF LEADERSHIP TRAITS

On the following checklist, evaluate the performance of the leader.

	Always	Sometimes	Never
Persistence			
Imagination			
Vision			
Sincerity			
Integrity			
Poise			
Thoughtfulness			
Common sense			
Altruism			
Initiative			

SUPPLEMENTARY MATERIALS

Cassettes

Coping Effectively with Difficult People
15 16 JK (6 Cassettes, Workbook)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Positive Self-Concept
102CJK (4 Cassettes, Teacher's Guide)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Where Do You Draw the Line--An Ethics Game
1258JK (1 Cassette, 1 Game)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Working with People, by Merle Wood.
WWP-CB (8 Cassette Set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Filmstrips w/Cassettes

Developing Good Attitudes CV-F21S6
(2 Filmstrips, 2 Cassettes)
Career Aids, Inc.
8950 Lurline Avenue, Dept. S8
Chatsworth, CA 91311

Human Relations for Success in Business
Catalogue No. 13-5.11 P
(Filmstrip with Cassette Tapes, 1981)
Educational Publishers
3839 White Plains Road
Bronx, NY 10467

The Importance of Attitudes CV-F21S5
(3 Filmstrips, 3 Cassettes)
Career Aids, Inc.
8950 Lurline Avenue, Dept. S8
Chatsworth, CA 91311

Textbooks

Charm and Poise for Getting Ahead.
Catalog No. 4-1.10
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

Your Career: A Contemporary Approach to Self-Development
ISBN: 0-672-96833-9, 1975.
Bobbs Merrill Educational Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206

Transparencies

Communication/Human Relations Games
1410JK (21 Transparencies, Game Material, Class Worksheets, Supplements)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Human Relations Fundamentals
553TJK (22 Transparencies, Teacher's Guide, Article Reprints)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Improve Management Skills by Removing Stress
1581JK (18 Transparencies, Teacher's Guide)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Improving Self-Esteem and Relationships
SN 402 TCJK (18 Transparencies, 2 Cassettes, Teacher's Guide)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Interpersonal Relations
WP302TJK (16 Transparencies, Teacher's Guide)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Nonverbal Communication
WR202TJK (15 Transparencies, Teacher's Guide)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Nonverbal Communication and Interaction
1448JK (14 Transparencies, Cassette Tape, Games,
Teacher's Guide, and Supplementary Materials)
Lansford Publishing Company
P.O. Box 8711
San Jose, CA 95155

Miscellaneous

Games in Business Education
Edited by Lonnie Echternacht, Ann Barnard,
Joyce Caton, and Larry Hopen.
National Business Education Association
1906 Association Drive
Reston, VA 22091

Human Relations Learning Activity Packages (LAP's)
IDECC, Inc.
The Ohio State University
Copyright 1980, 1981.

RESOURCES

"Acting Responsibly." Human Relations LAP 5. IDECC, Inc. The Ohio State University, 1981.

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Develop Student Performance Objectives. Instructional Planning Professional Teacher Education Module Series. Columbus: The Center for Vocational Education, 1977.

Eggland, Steven A., and John W. Williams. Human Relations in Business. Cincinnati: South-Western Publishing Company, 1977.

"Honesty and Integrity." Human Relations LAP 19. IDECC, Inc. The Ohio State University, 1981.

Meroney, John W. "Word Processing--What Skills Should an Entry-Level Applicant Have." Century 21 Reporter, Fall, 1979, pp. 5-6.

Moody, Pat G. "Identification of Entry-Level Competencies and Focus of Training for Word Processing Secretaries in South Carolina." Business Education Forum, XXXIV, October, 1980, p. 53.

"Positive Attitude." Human Relations LAPS 1, 5, 11. IDECC, Inc. The Ohio State University, 1981.

Weschler, Irving R. Issues in Human Relations Training. Washington: National Training Laboratories, 1962.

Word Processing Curriculum Guide. South Carolina Department of Education, 1979.

UNIT IV

GENERAL CLERICAL SKILLS

INTRODUCTION

To be able to use their jobs as "stepping stones" to promotions, word processing operators must be prepared to perform duties in addition to keyboarding.

This unit will give the students an opportunity to develop skill in organizing and managing work stations, setting priorities for tasks, making decisions, and using reference books and manuals.

COMPETENCIES

1. Organize and manage work stations.
2. Set priorities for tasks in an efficient manner.
3. Make effective decisions.
4. Utilize reference books and manuals.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Organize and manage a work station efficiently.
2. Set priorities for tasks and make decisions with regard to time and tasks to be completed.
3. Complete forms related to word processing operations.
4. Use production measurement techniques effectively.
5. Select and use various reference books and manuals.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Using the teletrainer in class, students will demonstrate their ability to receive and place telephone calls correctly. A checklist will be provided for evaluation. Students must receive an acceptable rating on at least 75 percent of the criteria.
2. Given a list of the various systems of mail distribution used by word processors, students will be able to define them on a written test with 75 percent accuracy.

3. On a written test, students will be able to correctly index and alphabetize a list of names with 75 percent accuracy.

4. Students will be able to describe on a written test the procedure for sending material to and requesting information from a centralized file room with 75 percent accuracy.

5. Given a series of jobs to be completed, students will be able to list the most appropriate equipment for the jobs on a written test with 75 percent accuracy.

6. On a written test, students will be able to list the necessary supplies needed to complete assigned tasks with 75 percent accuracy.

7. Given a collection of forms, students will complete the forms in class for obtaining office supplies with 100 percent accuracy.

8. Given a list of tasks to be completed in a given situation on a written test, students will be able to list the tasks in order of priority with 75 percent accuracy.

9. Given a number of tasks to be completed in a class period, students will be able to set priorities and complete at least 75 percent of the tasks accurately.

10. Given the necessary information, students will be able to complete class log sheets, request forms, and requests to originators accurately and legibly with 75 percent accuracy.

11. Given various situations requiring production measurement, students will be able to choose in class the most feasible method and calculate the production speed in 75 percent of the situations.

12. On a written test, students will be able to list at least two purposes of evaluations.

13. Given a list of references on a written test, students will be able to give an example of when to use each reference with 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Distribute duplicated copies of the unit outline including objectives and class activities.

2. Invite a former graduate who is now working in a word processing center to discuss skills needed to work in a word processing center.

3. Invite a sales representative to present a demonstration of a word processing machine.

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4. Plan a tour of the word processing center of a large company.

5. Distribute current samples of word processing related forms used in the community.

6. Invite a reference librarian to discuss the selection and use of reference books and manuals.

METHODOLOGY

This unit will consist of student involvement in planning activities, making decisions, problem solving, role playing, and critical thinking. There may also be demonstrations by sales representatives, guest speakers, field trips, and audiovisual aids to acquaint the students with general clerical skills.

UNIT OUTLINE

GENERAL CLERICAL SKILLS

I. Organizing and Managing Work Stations

   A. Telephone
      1. inside telephone systems
      2. outside telephone systems
   B. Mail
      1. incoming mail
      2. outgoing mail
         a. interoffice mail
         b. domestic mail
   C. Materials for filing
      1. organizing the system
      2. requisitioning and transferring the records
   D. Equipment use
      1. electric typewriters
      2. word processing equipment
   E. Supplies
      1. determining needed supplies
      2. organizing supplies
      3. requisitioning supplies

II. Setting Priorities and Making Decisions

   A. Routine tasks
   B. Rush tasks
   C. Batching
   D. Use of slack periods

III. Completing Forms

   A. Log Sheets
      1. daily
      2. weekly

B. Request forms
C. Requests to originators

IV. Measuring Production

A. Calculation procedures
    1. character count
    2. word count
    3. line count
    4. unit count
    5. page count
    6. accuracy computation
B. Uses for evaluation

V. Using Reference Books and Manuals

A. Dictionary
B. Thesaurus
C. Operator's manuals
D. Grammar or secretarial reference books
E. Company manuals

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. Using the teletrainer in class, students will demonstrate their ability to receive and place telephone calls correctly. A checklist will be provided for evaluation. Students must receive an acceptable rating on at least 75 percent of the criteria.

Subject Matter Content	Learning Activities
Telephone	1. Discuss correct telephone techniques emphasized by a telephone company representative.
	2. List the various steps in completing a telephone call.
	3. Write a report on correct telephone techniques.
	4. Practice placing and receiving calls by using a teletrainer obtained from the telephone company.

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5. Look up the correct numbers in the telephone directory, including names of individuals and company names.

6. Observe a telephone receptionist at work during a field trip to a business office.

7. Make a bulletin board showing the classification in the telephone directory one would look under to locate the following: (a) a doctor, (b) a policeman, (c) a hospital, (d) a school, (e) a church.

8. Discuss charges for different kinds of telephone services and determine which kind of service could be used for circumstances supplied by the teacher.

9. Complete a telephone technique checklist (Appendix A) on each classmate's telephone techniques.

10. Fill out telephone logs, showing the correct way to maintain records of each telephone call.

---

2. Given a list of the various systems of mail distribution used by word processors, students will be able to define them on a written test with 75 percent accuracy.

Subject Matter Content	Learning Activities
Mail	1. Visit a word processing center to determine the advantages of an internal mail distribution center. 2. Indicate the type of system that should be used and tell why, using sample situations. 3. Make a list of common mailing problems, using post office copies of bulletins.

4. Prepare a bulletin board of samples such as labels, special stamps, envelopes, metered mail, and permit imprints.

5. Prepare an exhibit showing examples of various classifications of mail and methods of providing postage.

6. Prepare a daily mail record.

7. Write a report contrasting the following systems of mail distribution: company mail, outside messenger, mail room, and electronic mail.

8. Discuss legalities relating to mail and persons responsible for handling mail after listening to a representative from the local post office.

9. Develop a plan for handling incoming and outgoing mail.

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3. On a written test, students will be able to correctly index and alphabetize a list of names with 75 percent accuracy.

Subject Matter Content	Learning Activities
Materials for Filing--organizing the system	1. Demonstrate how to inspect, sort, code, and index documents for filing. 2. Make a list of factors to be considered in determining the most appropriate filing system for a firm. 3. Demonstrate how to prepare a cross reference sheet. 4. View a film showing the importance of being able to find material quickly. 5. Write a short report on the film stating many of the reasons for having a filing system.

6. Prepare a bulletin board showing the different filing systems.

7. Type on cards a list of numbered names and addresses and file numerically, alphabetically, and geographically. (Appendix B)

8. File test papers and other class assignments in individual folders.

9. Study pamphlets of files that could be used in a business office: vertical cabinets, visible card files, desk files, rotary files.

10. Write a report on the two types of material that have to be filed and retrieved in word processing.

11. Determine the correct title or file division under which given correspondence will be filed.

12. Review the various processes of coding, sorting, and placing sample correspondence in a demonstration file.

13. Complete an alphabetical filing practice set to gain practical experience in filing.

14. Tour a business office to view filing cabinets, drawers, folders, tabs, guides, disks, and sorting trays.

---

4. Students will be able to describe on a written test the procedure for sending material to and requesting information from a central file room with 75 percent accuracy.

Subject Matter Content	Learning Activities
Materials for filing--requisitioning and transferring records	1. Discuss in small groups charge-out and follow-up methods, transfer methods, and special types of filing equipment. 2. Set up a charge-out system for borrowed files.

3. Visit a word processing center and observe the procedures used in sending documents to and requesting documents from the central file room.

4. Write a paper describing each type of storage media.

---

5. Given a series of jobs to be completed, students will be able to list the most appropriate equipment for the jobs on a written test with 75 percent accuracy.

Subject Matter Content	Learning Activities
Equipment Use	1. Discuss the features of equipment demonstrated by a representative from a dictation and/or typing equipment company. 2. Prepare an exhibit of recording media such as: cassette tape, magnetic card, floppy disk or diskette, and paper tape. 3. Display advertising brochures from vendors or business publications which categorize input equipment, visual display equipment, and stand-alone equipment. 4. Identify the types of equipment in the office at school--dictating and typewriting. 5. Compare the electronic typewriting equipment with the standard electric typewriter. 6. Write a report on the portable, desk top, and centralized dictation equipment. 7. List the special functions of the following typewriting equipment: stand-alone text-editing typewriters and computerized text-editing systems.

6. On a written test, students will be able to list the necessary supplies needed to complete assigned tasks with 75 percent accuracy.

Subject Matter Content	Learning Activities
Supplies--determining needed supplies	1. Visit an office where a secretary is at work to observe and make a list of the supplies located at the secretary's work station. 2. Make a list of needed office supplies including the price of each item during a field trip to a local office supply store. 3. "Show and tell" the proper way to arrange office stationery and supplies at a work station.

7. Given a collection of forms (in class), students will complete the forms for obtaining office supplies with 100 percent accuracy.

Subject Matter Content	Learning Activities
Supplies--requisitioning supplies	1. Display a collection of forms used in the school requesting supplies for an office. 2. Fill out forms requesting supplies needed to set up a work station. 3. Make a bulletin board with completed forms.

8. Given a list of tasks to be completed in a given situation on a written test, students will be able to list the tasks in order of priority with 75 percent accuracy.

Subject Matter Content	Learning Activities
Setting Priorities and Making Decisions	1. List the reasons for setting time goals within which tasks should be completed. Determine the order of priority for a list of documents. 2. Determine priorities for processing from a provided list of tasks. (Appendix C)

9. Given a number of tasks to be completed in a class period, students will be able to set priorities and complete at least 75 percent of the tasks accurately.

Subject Matter Content

Setting Priorities and Making Decisions

Learning Activities

1. Determine how to handle a situation in which several rush requests enter the word processing center at the same time.
2. Complete a production schedule for a list of tasks provided. (Appendix D)
3. Write a report on the importance of establishing turnaround goals.
4. List the advantages of a standardized format. Examples should be cited.

10. Given the necessary information, students will be able to complete in class log sheets, request forms, and requests to originators accurately and legibly with 75 percent accuracy.

Subject Matter Content

Completing Forms

Learning Activities

1. Identify forms provided by instructor in controlling word processing.
2. Keep a log of errors in typing which caused problems to be returned for retyping--missing pages, omitted words, omitted lines, or uncorrected errors.
3. Complete the necessary request forms for the documents to be typed from a list of requests from originators. (Appendix E)

11. Given various situations requiring production measurement, students will be able to choose in class the most feasible method and calculate the production speed in 75 percent of the situations.

Subject Matter Content	Learning Activities
Measuring Production--calculation procedures	1. Discuss in small groups why it is important to companies using word processing to measure production and set standards. 2. Write a report on why companies measure production and point out the problems encountered in measuring production. 3. Set up criteria for measuring different types of office documents such as letters, memos, and tables. 4. Determine the most feasible production measurement method after studying standardized production measurement forms. 5. Prepare a bulletin board demonstrating line count on a letter.

12. On a written test, students will be able to list at least two purposes of evaluations.

Subject Matter Content	Learning Activities
Measuring Production--uses for evaluation	1. Write a report on the differences in measuring techniques used in several word processing firms. 2. Tour a local word processing center to view methods of evaluation and forms used for evaluation purposes. 3. Discuss the purposes of evaluation following a presentation by a word processing secretary or supervisor.

4. Record work done in the classroom and evaluate production, using daily and weekly report forms.

---

13. Given a list of references on a written test, students will be able to give an example of when to use each reference with 75 percent accuracy.

Subject Matter Content	Learning Activities
Using Reference Books and Manuals	1. Review the most used reference books and the contents of each. (Small group activity)
	2. Display a collection of secretarial manuals and handbooks used for reference by secretaries.
	3. Visit a word processing center and browse through company and operator's manuals and list ways they aid the word processor.
	4. Write a report on why the operator's manual is essential to the word processing center.
	5. List circumstances under which word processors will use reference sources.
	6. Complete the word scramble on reference sources. (Appendix F)
	7. Look up a list of ten words in a dictionary and check correct spelling and word division according to syllables. (Appendix G)
	8. Proofread a letter containing grammatical errors, improper use of numbers, punctuation errors, etc. Use a secretarial handbook to aid in correction of errors. (Appendix H)

UNIT TEST

GENERAL CLERICAL SKILLS

A. Directions: Define the following systems of mail distribution.

1. facsimile -
2. electronic mail -
3. U.S. Postal Service -
4. TWX/Telex -
5. communication satellite networks -
6. telecommunication -
7. mailgram -

B. Directions: In the space provided, write the following names alphabetically in indexing order.

1. Carol Dennis ____________________
2. Susan Daigle ____________________
3. Michael Dempster ____________________
4. Martha Daniel ____________________
5. Wanda Deckerd ____________________
6. William Dabbs ____________________
7. Jonathan Dale ____________________
8. Wendy Dean ____________________
9. Debra Dailley ____________________
10. Rosemary Dennis ____________________

C. Describe the procedure for sending material to and requesting information from a central file room.

D. Directions: What equipment would be used in completing each of the following jobs?

1. Frequently used letters or correspondence
2. Form letters with fill-ins
3. Frequent editing of short reports or documents
4. Dictation wired through the telephone lines (within or out of the company)
5. Long reports to be completed very quickly
6. Short reports with some slight revisions

E. Directions: List the supplies needed to complete a letter and a six-page report.

F. Directions: Place the following tasks in order of priority using the numbers 1 through 6 with 1 being the highest.

_____ Typing minutes of yesterday's board meeting

_____ Transcribing dictated procedures manual

_____ Typing an itinerary needed by 2 p.m.

_____ Filing routine correspondence

_____ Answering the telephone

_____ Typing form letters to customers

G. List two purposes for evaluations by word processors.

1.

2.

H. Directions: Give an example of when you would use each reference source.

1. Dictionary
2. Thesaurus
3. Operator's manuals
4. Grammar or secretarial reference books
5. Company manuals

UNIT TEST ANSWER KEY

A. 1. facsimile - the process of transmitting copy electronically

2. electronic mail - a method of sending documents over telephone wires from one place to another.

3. U.S. Postal Service - a federal organization used for sorting and transporting mail

4. TWX/Telex - a worldwide direct-dial teleprinter-to-teleprinter exchange service

5. communication satellite networks - a network of global satellite communications

6. telecommunication - transmission of information between locations by use of telegraph or telephone

7. mailgram - a communication service developed by Western Union and the U.S. Postal Service to provide delivery of important messages

B. 1. Dabbs, William
2. Daigle, Susan
3. Dailley, Debra
4. Dale, Jonathan
5. Daniel, Martha
6. Dean, Wendy
7. Deckerd, Wanda
8. Dempster, Michael
9. Dennis, Carol
10. Dennis, Rosemary

C. 1. Place materials in a designated location for pick up.
2. Sort materials into groups and deliver.
3. Screen for releasing.
4. Identify files.
5. Sort records.
6. Code records.
To release materials--use the transmittal form or telephone to have material released.

D. 1. a filing cabinet
2. a word processor
3. a word processor
4. a telefax
5. a word processor
6. a word processor

UNIT TEST ANSWER KEY

E. Letterhead, carbon paper/or copy machine, page line gauge, onion skin, correcting materials, reference books, plain bond paper

F. 3, 4, 2, 5, 1, 6

G. 1. Efficiency
   2. Increase production

H. 1. correct spelling
   2. substitute one word for another
   3. instruction for operation of a machine
   4. how to punctuate a sentence
   5. to identify different departments

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Unit test
- Class participation grade
- Project grade
- Homework grade

EQUIPMENT AND SUPPLIES

Student

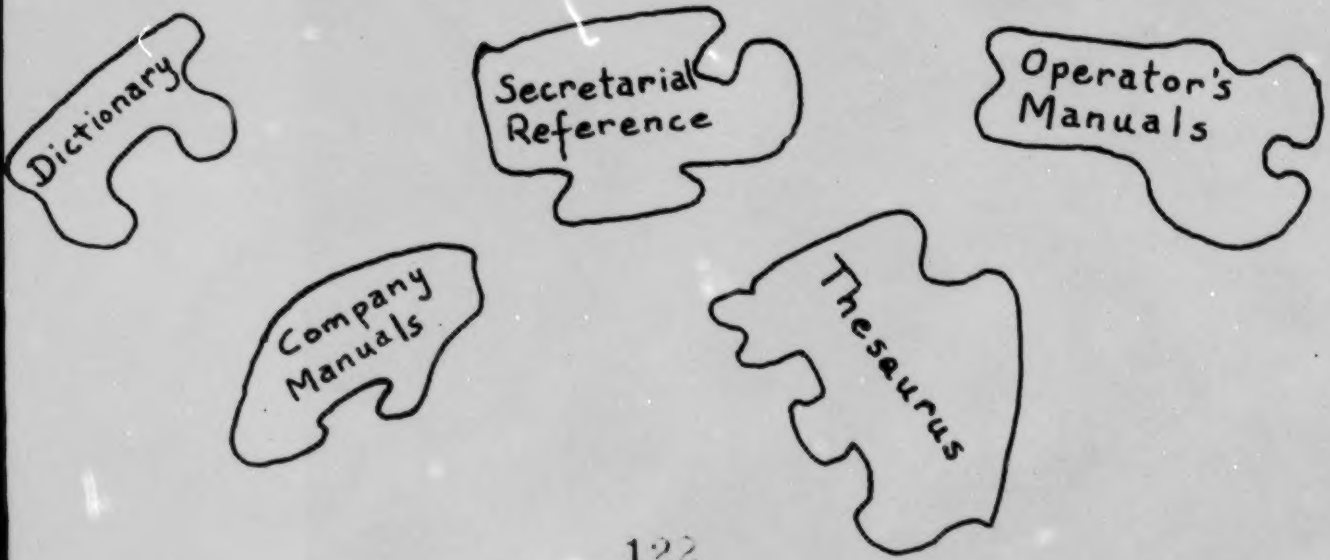
Textbook
Checklist
Notebook
Reference books
Case studies

Teacher

Textbook
Bulletin board supplies
Overhead projector
Checklist
Filmstrips
Slides
Cassettes and player
Transparencies
Teacher's manual
Office manual

ARE YOU PUZZLED?

TRY THESE SOLUTIONS!


Dictionary
Secretarial Reference
Operator's Manuals
Company Manuals
Thesaurus

BE WISE WITH TELEPHONE MANNERS

Courteous

Helpful

Speak Clearly

Answer Promptly

APPENDIX A

CHECKLIST OF TELEPHONE TECHNIQUES

Directions

On the following checklist, evaluate your classmate's telephone techniques.

	Always	Sometimes	Never
1. Answers promptly			
2. Identifies himself/herself			
3. Speaks distinctly			
4. Emphasizes key words			
5. Talks at a moderate rate			
6. Uses "please" and "thank you"			
7. Takes messages willingly			
8. Is attentive			
9. Apologizes for mistakes			
10. Uses caller's name frequently			
11. Hangs up gently			

APPENDIX B

Directions:

Code, type, and arrange the following lists on cards numerically, alphabetically, and geographically. You will have 30 cards, 10 in each group.

309 Rhonda Anderson, New Orleans, LA

318 Melissa Andrus, Homer, LA

317 Milton Allen, Houma, LA

313 Todd Alston, Bossier City, LA

310 Galen Arnold, Morgan City, LA

315 Gene Andrews, Alexandria, LA

316 Jeanell Almond, Shreveport, LA

312 Susan Allison, Monroe, LA

314 Shan Anthony, Ruston, LA

311 Tammy Andries, Baton Rouge, LA

*Answer key on page 118.

APPENDIX C

SETTING PRIORITIES FOR TASKS

Listed below are several documents that have been placed on your desk for completion. Determine the priority of each task on the line provided at the right of the task.

TASK	PRIORITY
1. A rush letter which has to be sent to New York City for a 9 a.m. conference the following morning.	__________
2. A letter which has to be in Detroit by the end of the week.	__________
3. A typewritten document which has been revised by the originator.	__________
4. A newspaper article to be sent to the local newspaper publisher for printing in the morning paper.	__________
5. A contract of a business transaction valued at $500,000.	__________
6. A rough draft postal card for which fast delivery is not necessary.	__________
7. A memo to department heads requesting a report for a meeting scheduled this afternoon.	__________
8. A letter to an equipment company requesting brochures on the latest office equipment.	__________

*Answer key on page 118.

APPENDIX D

WORD PROCESSING PRODUCTION SCHEDULE For week of ___________

Date	Job Number	For Whom	No. of Copies	Special Instruction	When Needed

In the following paragraphs are five task descriptions. Log in each job.

September 10	Job #13 for Personnel Department must be typed on cards for the vice president and duplicated on letterhead. Need 20 copies on September 11.
September 11	Job #20 for the Personnel Department. They need 150 copies of the policy manual run on green paper. Needed October 11.
September 20	Job #82. The Payroll Department needs 100 copies of a special payroll form by October 1. Use 13 inch paper.
September 25	Job #87. The Sales Department needs nine copies of the Sales Representatives Commission Report immediately. Use 8½ x 11 inch paper. You are to decide on the fastest method.
September 30	Job #90. The Payroll Department needs 150 copies of a memo to be sent to all employees along with their monthly check on October 1. Use company letterhead.

ANSWER KEY

APPENDIX D

WORD PROCESSING PRODUCTION SCHEDULE For week of ____________

Date	Job Number	For Whom	No. of Copies	Special Instruction	When Needed
9/10	13	Personnel Dept.	20	typed on cards and duplicated on letterhead	9/11
9/11	20	Personnel Dept.	150	Duplicate on green paper	10/11
9/20	82	Payroll Dept.	100	special payroll form 13" paper	10/1
9/25	87	Sales Dept.	9	8½ x 11" paper	Immediately
9/30	90	Payroll Dept.	150	Use company letterhead	10/1

In the following paragraphs are five task descriptions. Log in each job.

September 10	Job #13 for Personnel Department must be typed on cards for the vice president and duplicated on letterhead. Need 20 copies on September 11.
September 11	Job #20 for the Personnel Department. They need 150 copies of the policy manual run on green paper. Needed October 11.
September 20	Job #82. The Payroll Department needs 100 copies of a special payroll form by October 1. Use 13 inch paper.
September 25	Job #87. The Sales Department needs nine copies of the Sales Representatives Commission Report immediately. Use 8½ x 11 inch paper. You are to decide on the fastest method.
September 30	Job #90. The Payroll Department needs 150 copies of a memo to be sent to all employees along with their monthly check on October 1. Use company letterhead.

APPENDIX E

ORIGINATOR'S REQUEST FORM

REQUEST FORM

Date ______________________________

Priority ____________________________

Job number ________ Job title ________

Name or description ________________

____

Department __________________________

Number of copies ___________________

Size ______________________________

Output format: ________ Letter
________ Memo
________ Table
________ Photocopy
________ Best way

Comments ___________________________

____

____
Signature

APPENDIX F

WORD SCRAMBLE

Unscramble the Words

RYIDIOCNAT ____________________

DINCLYOCPAEE ____________________

AAMACLSN ____________________

ALSTEAS ____________________

OTLHE ERD OKOB ____________________

ELPOHTEEN RDEITRYCO ____________________

PCAONMY LNMAUA ____________________

SREUAUTHS ____________________

*Answer key on page 118.

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APPENDIX G

SPELLING AND WORD DIVISION

Directions: Check the spelling of each word and divide it into syllables. Use a dictionary as a reference source.

	SPELLING	**SYLLABLES**
1. recieve		
2. acknowledgment		
3. bulletin		
4. jeopardizing		
5. graduating		
6. occured		
7. successful		
8. embarassment		
9. mispelled		
10. reputable		

*Answer key on page 118.

APPENDIX H

Directions: The following letter contains errors in spelling, grammar, use of numbers, punctuation, placement of letter parts, etc. Please refer to reference books and make the necessary corrections.

September 21, 1981

Mr. Roy Montgomery
Montgomery & Sons Hardware
New Orleans, LA 70130

Dear Sir:

I have just been informed that all DE training sponsers are entitled to tax credits untill December 31, 1981. After that date only economicaly disadvantaged students will be expected for the employers tax credit.

If you wish to particepate please fill out Parts II, III, and 5 of the inclosed form--6199. If you chose to particepate and the student is terminated (for whatever reason), you need to notify me immediately so that the student can be exempted from the tax credit.

These forms must be completed, and back to me by Thursday, September 24, 1981. Just have your DE student return them to me on Thursday.

Thank you for your continue support of the DE program.

Sincerely,

Dave Kent
DE teacher-Coordinater

APPENDIX H

SOLUTION

September 21, 1981

Mr. Roy Montgomery
Montgomery & Sons Hardware
New Orleans, LA 70130

Dear Mr. Montgomery:

I have just been informed that all DE training sponsors are entitled to tax credits until December 31, 1981. After that date only economically disadvantaged students will be accepted for the employer's tax credit.

If you wish to participate, please fill out Parts II, III, and V of the enclosed form--6199. If you choose to participate and the student is terminated (for whatever reason), you need to notify me immediately so that the student can be exempted from the tax credit.

These forms must be completed and back to me by Thursday, September 24, 1981. Just have your DE student return them to me on Thursday.

Thank you for your support of the DE program.

Sincerely,

Dave Kent
DE Teacher-Coordinator

APPENDIX I

ANSWER KEYS

Appendix B

Numerically	Alphabetically	Geographically
1. 309	Allen	Alexandria
2. 310	Allison	Baton Rouge
3. 311	Almond	Bossier City
4. 312	Alston	Homer
5. 313	Anderson	Houma
6. 314	Andrews	Monroe
7. 315	Andries	Morgan City
8. 316	Andrus	New Orleans
9. 317	Anthony	Ruston
10. 318	Arnold	Shreveport

Appendix C

1. 1st
2. 5th
3. 6th
4. 2nd
5. 4th
6. 7th
7. 3rd
8. 8th

Appendix F

Dictionary
Encyclopedia
Almanacs
Atlases
Hotel Red Book
Telephone Directory
Company Manual
Thesaurus

Appendix G

1. receive	re/ceive
2. acknowledgment	ac/knowl/edg/ment
3. bulletin	bul/le/tin
4. jeopardizing	jeop/ar/diz/ing
5. graduating	grad/u/a/ting
6. occurred	oc/curred
7. successful	suc/cess/ful
8. embarrassment	em/bar/rass/ment
9. misspelled	mis/spelled
10. reputable	rep/u/ta/ble

SUPPLEMENTARY MATERIALS

Cassettes

Basic Transcription Exercises for Word Processors by Gloria McKinnon.
BTE-CB (Seven Cassette Set)
Western Tape
2761 Marine Way
P.O. Box 69
Mountain View, CA 94040

Business Filing and Records Management by Margaret Thompson.
BFRM-CB (Ten cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94040

Comprehensive Word Processing by Dr. Gary N. McLean and Leslie J. Froiland-Davison. CWP-CB (Twenty Cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94040

Telephone Dynamics by Universal Systems.
TD-CB (Two cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94040

Handbooks

Handwritten Exercises for Word Processors by Dr. Dwayne Schramm.
HEWP-S Student Handbook
Western Tape
P.O. Box 69
Mountain View, CA 94040

Periodicals

Casady, Mona J. "Teaching Word Processing in Business Courses." The Balance Sheet, October, 1980, pp. 57-60.

Kozlowski, Paty. "Word Processing: What Are Educators Facing Today?" The Balance Sheet, October, 1980, pp. 52-56.

Meroney, John W. "Word Processing--What Skills Should an Entry-Level Applicant Have?" Century 21 Reporter, Fall, 1979, pp. 5-6.

Moody, Patricia G. and Anne Matthews. "Word Processing Without Equipment--It Can Be Done!" The Balance Sheet, October, 1980, pp. 63-65.

Peterson, Lois E. "Measuring Typewriting Output." Business Education Forum, XXXIII, December, 1978, pp. 14-15.

Simcoe, Annell Lacy. "Word Processing Instruction: Should Business Education be Proactive or Reactive?" Business Education Forum, XXXIV, March, 1980, pp. 11-12.

Wilkins, Marilyn. "Word Processing; Now Is The Time To Teach Machine Transcription." Business Education Forum, XXXVI, October, 1981, pp. 37-38.

Slides

Typing Production Series by Joyce I. Kupsh
C-301, 58 slides; C-302, 68 slides; C-303, 53 slides
National Instructional Systems, Inc.
P.O. Box 1177
Huntington Beach, CA 92647

Word Processing Series: Introduction to the Memory Typewriter by Joyce Arntson and Dr. Joyce I. Kupsh
E-510 (72 slides)
National Instructional Systems, Inc.
P.O. Box 1177
Huntington Beach, CA 92647

Transparencies

Dictation/Transcription Equipment by Donna Anderson
WP-114T
National Instructional Systems, Inc.
P.O. Box 1177
Huntington Beach, CA 92647

Telephone Techniques by Bonnie Borror
BM-118T
National Instructional Systems, Inc.
P.O. Box 1177
Huntington Beach, CA 92647

The Word Processing Movement by Rhonda Rhodes-Hanna
WP-111T
National Instructional Systems, Inc.
P.O. Box 1177
Huntington Beach, CA 92647

RESOURCES

Casady, Mona. Word Processing Concepts. Cincinnati, OH: South-Western Publishing Company, 1980.

Cecil, Paul B. Word Processing in the Modern Office. Menlo Park, CA: The Benjamin/Cummings Publishing Company, 1976.

Church, Olive D., and Anne E. Schatz. Office Systems and Careers. Boston: Allyn and Bacon, Inc., 1981.

Mason, Jennie. Introduction to Word Processing. Indianapolis, IN: Bobbs-Merrill Educational Publishing, 1979.

Morrison, Phyllis C. The Business Office. New York, NY: McGraw-Hill, Inc., 1978.

Oliverio, Mary E., and William R. Pasewark. Secretarial Office Procedures. Cincinnati, OH: South-Western Publishing Company, 1977.

South Carolina State Department of Education. Word Processing. Columbia, SC: South Carolina Department of Education, 1979.

Quible, Zane K., and Margaret H. Johnson. Introduction to Word Processing. Cambridge, MA: Winthrop Publishers, Inc., 1980.

UNIT V

EFFECTIVE COMMUNICATION SKILLS

INTRODUCTION

To be a successful word processor, one must be proficient in oral and written communications. High-quality production on a terminal depends upon the ability of the typist to correct misspellings, recognize errors, use proper punctuation and capitalization, and use correct grammar.

The purpose of this unit is to provide opportunities for students to master the basic language arts skills and produce quality output with minimal turnaround time.

COMPETENCIES

1. Master the basic language arts skills.
2. Compose, dictate, and produce mailable business letters.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Demonstrate proper usage of oral and written language for the processing of words.
2. Dictate acceptable business letters and clear directions.
3. Compose and produce basic business letters in mailable form in a minimal amount of time.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given a list of sentences on a written test, students will be able to locate the misspelled words and spell them correctly with 75 percent accuracy.
2. Given a list of sentences containing grammatical errors on a written test, students will be able to locate and correct the errors with 75 percent accuracy.
3. Given a list of sentences containing commonly used business terms on a written test, students will be able to supply an alternative word with 75 percent accuracy.

4. Given a business letter containing poor choice of words, trite expressions, and grammatical errors on a written test, students will be able to locate these errors and make the necessary corrections with 75 percent accuracy.

5. Given a list of sentences without any punctuation or capitalization indicated on a written test, students will be able to supply the necessary punctuation and capitalization with 75 percent accuracy.

6. Given a list of sentences containing numbers on a written test, students will be able to apply the rules for typing numbers with 75 percent accuracy.

7. Given a series of sentences containing words that should be hyphenated, students will be able to apply hyphenation rules in class with 75 percent accuracy.

8. Given a list of words on a written test, students will be able to indicate the proper place(s) these words can be divided with 75 percent accuracy.

9. Given instructions on a written test, students will be able to write a paragraph on the importance of critical listening including five ways to improve listening skills.

10. Given a situation in class dealing with an office setting, students will be able to give correct oral instructions covering all steps necessary to complete the required task correctly.

11. Given a specific topic, students will be able to demonstrate good oral communication skills by delivering an impromptu speech in class. Students must receive an acceptable rating on an evaluation sheet provided.

12. Given a situation in class, students will be able to dictate a letter of response demonstrating their ability to use correct grammar, proper words, and clear expressions with 75 percent accuracy.

13. Given a letter dictated by a classmate, students will be able to type the letter in class using correct grammar, punctuation, spelling, capitalization, word division, and hyphenation with 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Invite a supervisor from a word processing center to speak on the importance of good written and oral communication skills.

2. Give a pretest to determine the students' ability to spell, use correct grammar, punctuate, capitalize, and divide words.

3. Show the students examples of good and poor business letters. Hold a class discussion on the importance of good oral and written communication.

4. Show the students films on business communication.

METHODOLOGY

This unit has been designed to provide a review of the basic communication skills necessary to handle effectively the work in today's office. Reviewing work in the areas of written and oral communication will not only reacquaint the students with the basic rules, but also show how these rules are applied daily in any communication. Some methods that can be used to teach this unit are large group presentations, small group discussions, and independent study. In addition, group projects, community resources, and various audiovisual aids would enhance the study of this unit.

UNIT OUTLINE

EFFECTIVE COMMUNICATION SKILLS

I. Spelling

   A. Words frequently misspelled
   B. Word endings

II. Grammar

   A. Basic grammatical rules
   B. Construction of grammatically correct sentences

III. Word Usage

   A. Vocabulary improvement
   B. Words commonly confused

IV. Punctuation and Capitalization

   A. Comma
   B. Semicolon
   C. Colon
   D. Dash/hyphen
   E. Apostrophe
   F. Period and other end marks
   G. Capitalization

V. Typing Numbers

   A. Numbers at the beginning of a sentence
   B. Numbers or figures spelled out

C. Numbers in dates and addresses
D. Numbers in a series

VI. Hyphenated Words

VII. Word Division

A. Division of words
B. Errors to avoid in word division

VIII. Listening Skills

A. Basic rules for listening
B. Importance of critical listening

IX. Oral Communication

A. Voice tone
B. Tact
C. Vital information
D. Emphasis
E. Grammar

X. Written Communication

A. Dictation
B. Written Composition
C. Transcription

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Given a list of sentences on a written test, students will be able to locate the misspelled words and spell them correctly with 75 percent accuracy.

Subject Matter Content	Learning Activities
Spelling	1. Write ten words you frequently misspell. A list will be compiled and given to the class. 2. Write sentences deliberately misspelling the ten words listed in the previous

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activity. Exchange papers. Rewrite the sentences correcting the spelling errors.

3. Participate in a spelling bee. Words for the "bee" can be taken from the first activity.

---

2. Given a list of sentences containing grammatical errors on a written test, students will be able to locate and correct the errors with 75 percent accuracy.

Subject Matter Content	Learning Activities
Grammar	1. Bring samples of grammatically correct business letters to display on the bulletin board. 2. Bring to class newspaper articles, classified ads, business letters, or circulars containing grammatical errors. Exchange work and rewrite, correcting all errors. 3. Keep logs of all grammatical errors seen or heard during one school day. Discuss these in class.

---

3. Given a list of sentences containing commonly used business terms on a written test, students will be able to supply an alternative word with 75 percent accuracy.

Subject Matter Content	Learning Activities
Word Usage	1. Complete find-a-word puzzle. (Appendix A) 2. Write sentences using the terms in the puzzle. 3. Find alternate words using a thesauras for common business terms. (Appendix B)

4. Given a business letter containing poor choice of words, trite expressions, and grammatical errors on a written test, students will be able to locate these errors and make the necessary corrections with 75 percent accuracy.

Subject Matter Content	Learning Activities
Grammar--basic grammatical rules and construction of grammatically correct sentences	1. Use a dictionary to find alternate words for trite expressions in a group of sentences. (Appendix C) 2. Underline the poor choice of words or trite expressions in red and rewrite the sentences using modern terms. (Work in small groups. Use letters from outdated texts provided by the teacher.)

5. Given a list of sentences without any punctuation or capitalization indicated on a written test, students will be able to supply the necessary punctuation and capitalization with 75 percent accuracy.

Subject Matter Content	Learning Activities
Punctuation/Capitalization	1. Give an example of a sentence using each rule for capitalization. 2. Capitalize the proper words in a group of sentences. (Appendix D)
Comma	3. Write a paragraph that will include examples of the use of the comma rules. 4. Find three examples for each of the rules listed in the previous activity in magazines, newspaper articles, or business letters. 5. Write some examples from Activity 4 on the board. Discuss these.

Semicolon/colon	6. Find an example of each semicolon and colon rule using magazines brought to class.
	7. Write five sentences that obviously should contain semicolons and five sentences that obviously should contain colons, leaving out the semicolons and colons.
	8. Exchange papers prepared in the previous activity and fill in colons and semicolons as necessary.
Dash/hyphen	9. Look through another textbook and find examples of the use of the dash and hyphen and explain to class.
	10. Prepare two flash cards, one containing a sentence with a dash and one containing a sentence with a hyphen. (Example: Appendix E)
	11. Compete orally in a spelling-bee type of game using the flash cards prepared in the previous activity.
Apostrophe	12. Prepare a poster using each apostrophe rule.
	13. Bring to class ten examples of instances in which apostrophes are used.
	14. Combine the examples from the previous activity to show both the correct and incorrect use of the apostrophe.
Period/end marks	15. Make a bulletin board depicting the correct use of the period, question mark, and exclamation mark.
	16. Select a career and write a two-page report. The report must

contain examples of the period, question mark, and exclamation mark.

---

6. Given a list of sentences containing numbers on a written test, students will be able to apply the rules for typing numbers with 75 percent accuracy.

Subject Matter Content	Learning Activities
Typing Numbers	1. Make flash cards using the rules for number typing. 2. Retype sentences applying the number rules. (Appendix F) 3. Compose two sentences using each of the rules.

---

7. Given a series of sentences containing words that should be hyphenated, students will be able to apply hyphenation rules in class with 75 percent accuracy.

Subject Matter Content	Learning Activities
Hyphenated Words	1. Write five examples of hyphenated words. 2. Write sentences with the words from the previous activity. 3. Exchange papers and check to determine if hyphenation rules have been applied correctly.

---

8. Given a list of words on a written test, students will be able to indicate the proper place(s) these words can be divided with 75 percent accuracy.

Subject Matter Content	Learning Activities
Word Division	1. Bring to class magazine and newspaper articles or business

letters containing examples of the word division rules.

2. Prepare a list of word division violations found in the articles or letters and indicate the correct division point.
3. Indicate the division point for words. (Appendix G)

---

9. Given instructions on a written test, students will be able to write a paragraph on the importance of critical listening, including five ways to improve listening skills.

Subject Matter Content	Learning Activities
Listening Skills	1. Write a list of specific listening skills after small group discussion. 2. Record one day's listening activities. 3. Divide into groups and discuss the difference between hearing and listening. 4. Write a list of your listening problems. Suggest ways for improving your listening skills. 5. Write and present skits demonstrating good and poor listening skills. 6. Prepare and present a "how to" speech. Discuss highlights of presentation.

---

10. Given a situation in class dealing with an office setting, students will be able to give correct oral instructions covering all steps necessary to complete the required task correctly.

Subject Matter Content	Learning Activities
Oral Communication	1. Make a poster depicting steps to follow when explaining

how to complete a task.

2. Submit two job tasks giving specific instructions to complete each task.
3. Select a task from the previous activity and develop a topic outline.
4. Assign other class members a task to complete and present correct oral instructions to complete the task.

---

11. Given a specific topic, students will be able to demonstrate good oral communication skills by delivering an impromptu speech in class. Students must receive an acceptable rating on an evaluation sheet provided.

Subject Matter Content	Learning Activities
Oral Communication	1. Develop and discuss a set of rules for giving a successful talk. (Small group activity) 2. List words frequently mispronounced. Look up these words in the dictionary for the correct pronunciation and write correct pronunciation next to the word. 3. Present a short talk on a topic of interest. Evaluate using checklist. (Appendix H)

---

12. Given a situation in class, students will be able to dictate a letter of response demonstrating their ability to use correct grammar, proper words, and clear expressions, with 75 percent accuracy.

Subject Matter Content	Learning Activities
Written Communication	1. Bring to class examples of good and poor response

letters to display on the bulletin board.

2. Bring to class newspaper or magazine ads which require responses.
3. Dictate a letter of response using newspaper or magazine ads from Activity No. 2. Evaluate the letters on grammar, clarity, and word usage.

---

13. Given a letter dictated by a classmate, students will be able to type the letter in class using correct grammar, punctuation, spelling, capitalization, word division, and hyphenation with 75 percent accuracy.

Subject Matter Content

Written Communication--Grammar

Learning Activities

1. Bring to class a rough draft of a business letter dictated by a friend, teacher, or parent.
2. Rewrite poorly written letters.
3. Type mailable copies of the letters from the previous activity.
4. Make a personal communications handbook from activities completed in the unit.

UNIT TEST

EFFECTIVE COMMUNICATION SKILLS

A. Spelling: Underline the words that are misspelled in the following sentences. Write the correct spelling in the blank provided. If there is not an error in the sentence, write "NO" in the answer blank.

1. I apprecate your helping me with my project. 1. ________________

2. Jane is truely a good friend. 2. ________________

3. My report is due in Febuary. 3. ________________

4. Please seperate the pencils according to colors. 4. ________________

5. Mr. Ford is the principle of Thibodaux High School. 5. ________________

6. Do you realise how important this issue is to our club? 6. ________________

7. Your bill must be payed by May 30. 7. ________________

8. The play was a success. 8. ________________

9. I'm working at the currant time. 9. ________________

10. It is a privilege to meet you. 10. ________________

B. Grammar: If a sentence contains an error in grammar, underline that error and write your correction in the answer blank. Write "NO" for correct sentences.

1. I wish I was able to go with you. 1. ________________

2. Ann has more money than me. 2. ________________

3. Bill and Alan are going to the store. 3. ________________

4. Our school has a better football team than any school in the state. 4. ________________

5. If your going to the store, please take me. 5. ________________

6. Everybody went to the show except we three girls. 6. ________________

7. The picture will be painted by whoever wins the contest. 7. ____________

8. I do not like those kind of cookies. 8. ____________

9. The magazines will be divided between you, Al, and Fred. 9. ____________

10. A large number of students went to the basketball game. 10. ____________

C. Vocabulary: In the answer blank write an alternate word for the underlined word.

1. My associate is Mr. Jones. 1. ____________

2. The proprietor of the ABC Company is Sam Hills. 2. ____________

3. Thank you for your patronage. 3. ____________

4. My lawyer is Bill Jones. 4. ____________

5. Word Processing is on today's agenda. 5. ____________

D. Capitalization: Underline the words that should be capitalized.

1. my teacher, mary hill, is very smart.

2. i would like to visit new orleans, louisiana.

3. i belong to the american red cross.

4. the best country in the world is the united states.

5. i bought a maytag washing machine.

6. our assignment for tomorrow is to read the declaration of independence.

7. is labor day on monday?

8. i would like to learn to speak spanish.

9. i graduated from thibodaux high school.

10. we will have a picnic on memorial day.

E. Punctuation: In the answer blank, indicate the punctuation mark that would be correct at the question mark (?) point in each of the following sentences. The following punctuation marks will be used: comma, semicolon, colon, dash, hyphen, period, question mark, and exclamation mark.

1. Your bill was paid within 15 days (?) therefore, you are entitled to the discount. 1. ____________

2. The four types of filing are as follows (?) alphabetic, geographic, numeric, and subject. 2. ________________

3. As I started to write (?) my pen ran out of ink. 3. ________________

4. I go to the store every day at noon (?) 4. ________________

5. Do you want to go to school (?) 5. ________________

6. Do you want to go shopping today (?) 6. ________________

7. What (?) Have you been busy all day? 7. ________________

8. I bought a blouse (?) shirt (?) and hat. 8. ________________

9. Here is a good rule to follow (?) Always be cordial to your co-workers. 9. ________________

10. Not a word was heard (?) not a sound. 10. ________________

11. President Carter is a well (?) known person. 11. ________________

12. Every morning they jogged, swam, and showered (?) all before breakfast. 12. ________________

13. Kim is a first (?) class typist. 13. ________________

14. I like to go to football games (?) 14. ________________

15. Our offices are air conditioned (?) a necessity in this climate. 15. ________________

F. Apostrophe: Underline the word(s) that are incorrect in each of the following sentences. Write the corrections in the answer blank. If the sentence is correct, write "Correct."

1. I lost Kathy's hat. 1. ________________

2. My father's-in-law truck is very old. 2. ________________

3. The womens' coats were placed in the closet. 3. ________________

4. The book is your's to keep. 4. ________________

5. The girl's dresses were very pretty. 5. ________________

G. Numbers: Circle the correct answers.

1. (Twenty-one, 21) people attended our meeting.
2. Jane has (four, 4) years of experience as a secretary.
3. Harry is (twenty-four, 24) years old.
4. The meeting will be held on the (sixth, 6th) of May.
5. We own (five, 5) cows, (twelve, 12) sheep, and (ten, 10) ducks.

H. Word Division: Divide the following words. If a word is not to be divided, write "Correct" in the blank.

1. understood ____________________
2. magazine ____________________
3. $2,500,000 ____________________
4. didn't ____________________
5. gained ____________________

I. Listening: Write a paragraph on the importance of critical listening. Include in the paragraph five ways to improve listening skills.

J. Business Letter: Retype this letter correcting all grammatical errors, inserting punctuation marks, capitalizing the proper words, and revising trite expressions.

Current Date

Mr. Bill Monroe
857 Apple Street
Thibodaux, LA 70301

Dear Mr. Monroe:

Well VIP is now on the market VIP is a well known product it costs only twenty dollars a quart we trust you will want to try it

we opened our thibodaux office last week the area manager is mr. paul jones he is a member of the american red cross and a graduate of thibodaux high school mr. jones will represent the following parishes terrebonne lafourche and st. james.

Enclosed you will find a sample of our product I wish I was able to give you a larger one we trust you will want to do business with us enclosed you will find a picture of our office

i remain yours truly

UNIT TEST ANSWER KEY

A. Spelling

1. appreciate
2. truly
3. February
4. separate
5. principal
6. realize
7. paid
8. NO
9. current
10. NO

B. Grammar

1. were
2. I
3. NO
4. than any other
5. you're
6. us
7. NO
8. kinds
9. among
10. NO

C. Vocabulary

1. partner
2. owner
3. business
4. attorney
5. program

D. Capitalization

1. My/Mary/Hill
2. I/New Orleans/Louisiana
3. I/American Red Cross
4. The/United States
5. I/Maytag
6. Our/Declaration/Independence
7. Is/Labor Day/Monday
8. I/Spanish
9. I/Thibodaux High School
10. We/Memorial Day

E. Punctuation

1. semicolon
2. colon
3. comma
4. period
5. question mark
6. question mark
7. exclamation mark
8. comma/comma
9. colon
10. semicolon
11. hyphen
12. dash
13. hyphen
14. period
15. dash

F. Apostrophe

1. Correct
2. father-in-law's
3. women's
4. yours
5. Correct

G. Numbers

1. Twenty-one
2. four
3. twenty-four
4. sixth or 6th
5. 5/12/10

H. Word Division

1. un/der/stood
2. mag/a/zine
3. Correct
4. Correct
5. Correct

I. This is a special kind of listening. Critical listening involves listening for main ideas, reviewing and anticipating ideas, and analyzing and evaluating conclusions. Improving listening may involve some of the following:

(a) taking notes, (b) listening actively, (c) avoiding day dreaming, (d) recognizing details, (e) being aware of prejudices, (f) reviewing major points, (g) blocking out distractions.

UNIT TEST ANSWER KEY

J.

October 15, 1981

Mr. Bill Monroe
857 Apple Street
Thibodaux, LA 70301

Dear Mr. Monroe:

Well! VIP is now on the market. VIP is a well-known product which costs only $20 a quart. We hope you will want to try it.

We opened our Thibodaux Office last week. The area manager is Paul Jones who is a member of the American Red Cross and a graduate of Thibodaux High School. Mr. Jones will represent the following parishes: Terrebonne, Lafourche, and St. James.

Enclosed is a sample of our product; we wish we were able to give you a larger one. We hope you will want to do business with us. Please call Mr. Jones for additional information.

Yours truly,

pk

Enclosure

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Unit test
- Class participation grade
- Homework grade
- Project grade

EQUIPMENT AND SUPPLIES

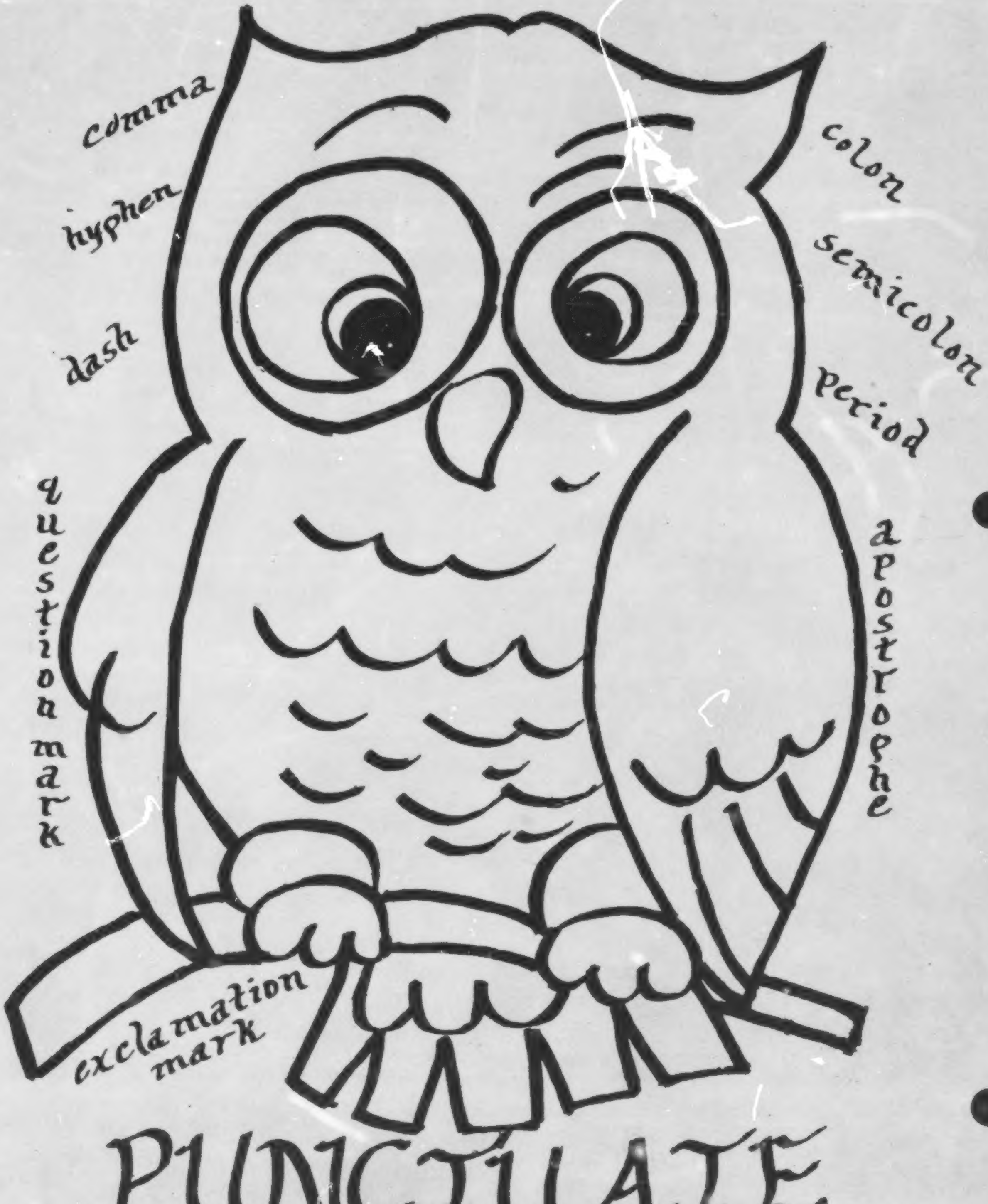
Student

Textbook
Notebook
Typing paper
Newspaper and magazines
Business letters
Pen/pencil
Puzzle
Thesaurus
Dictionary

Teacher

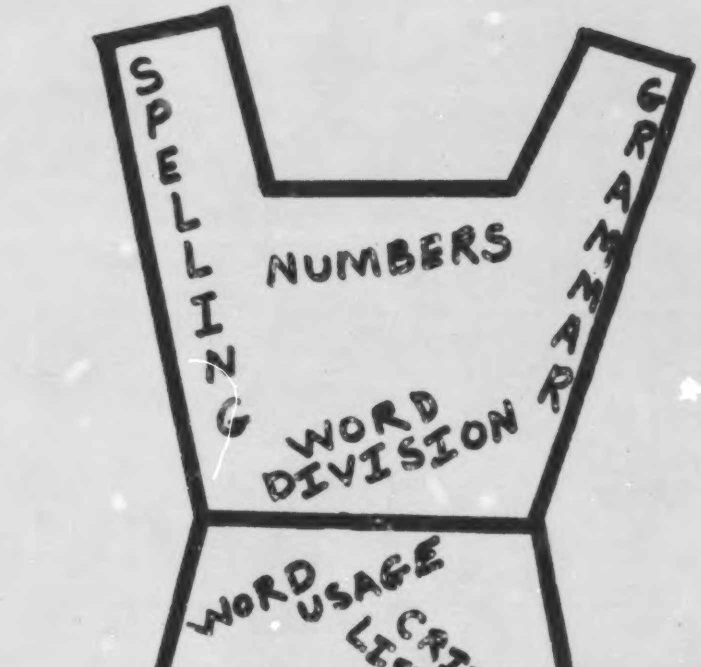
Textbook and manual
Cassette player
Cassette tape
Filmstrip projector
Overhead projector
Transparencies/pens
Bulletin board supplies

BE WISE--
LEARN TO


comma
hyphen
dash
question mark
exclamation mark
colon
semicolon
period
apostrophe

PUNCTUATE

GET AN OVERALL VIEW OF EFFECTIVE COMMUNICATION SKILLS


SPELLING
GRAMMAR
NUMBERS
WORD DIVISION
WORD USAGE
CRITICAL LISTENING
CAPITALIZATION
DICTATION
PUNCTUATION
TRANSCRIPTION

APPENDIX A

FIND-A-TERM PUZZLE

C	Y	I	N	W	I	U	G	S	S	T	O	C	K	P	T	K	C
R	R	D	C	D	E	B	T	Q	R	P	R	E	M	I	X	T	O
E	Q	I	T	A	S	S	E	T	N	F	R	A	G	I	L	E	M
D	D	V	R	O	R	S	K	O	B	S	N	C	O	V	L	E	M
I	K	I	K	A	T	E	Y	C	A	K	U	U	T	B	R	T	U
T	E	D	L	L	K	C	N	L	B	J	A	M	E	I	P	U	N
P	R	E	M	I	U	M	K	N	O	C	P	B	E	C	R	N	I
O	R	N	O	C	K	S	M	A	E	A	I	O	U	R	O	B	C
K	C	D	A	S	N	P	W	U	E	E	N	G	H	C	D	K	A
V	P	S	I	N	S	T	A	L	L	M	E	N	T	E	U	K	T
Z	W	E	E	H	W	P	O	Y	R	N	M	O	R	T	C	E	E
P	A	I	I	Q	D	E	T	R	K	F	R	A	B	I	T	L	P
A	E	O	O	H	A	N	D	B	O	O	K	M	O	O	N	K	A
Y	I	Y	U	B	P	R	O	T	R	A	D	E	M	A	R	K	Y
M	O	T	A	V	M	O	T	I	V	L	D	M	A	E	I	O	M
B	R	O	C	H	U	R	E	S	I	X	P	A	R	C	E	L	E
J	K	D	O	X	C	R	E	T	A	I	L	E	R	A	O	B	N
V	L	S	M	Z	F	M	O	R	T	G	A	G	E	F	P	K	T
R	M	A	C	O	N	T	R	A	C	T	V	O	I	K	T	Z	O

Find and circle the hidden business terms. The terms can be read vertically, horizontally, or diagonally.

Asset
Brochure
Communicate
Consumer
Contract

Credit
Debtor
Dividends
Fragile
Handbook

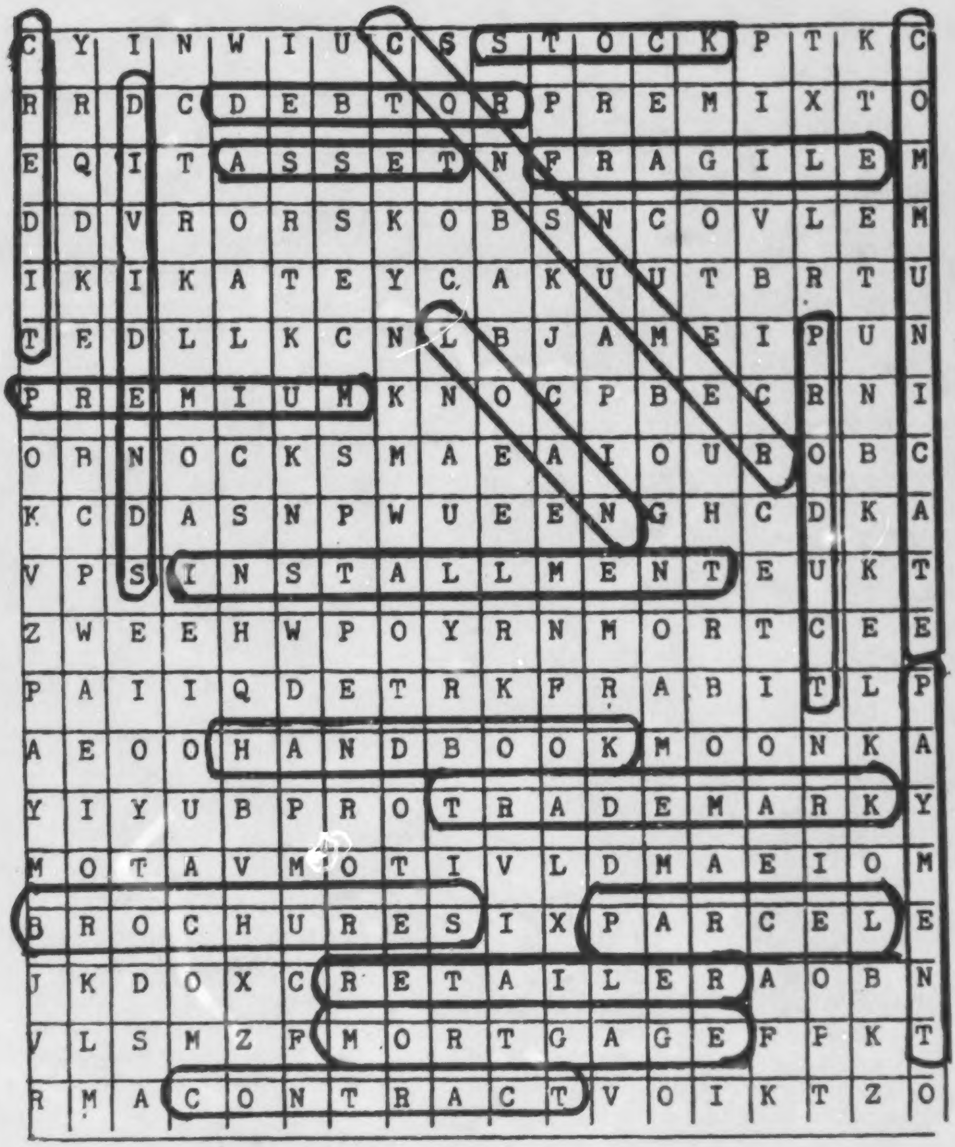
Installment
Loan
Mortgage
Parcel
Payment

Premium
Product
Retailer
Stock
Trademark

APPENDIX A

SOLUTION

FIND-A-TERM PUZZLE



C	Y	I	N	W	I	U	C	S	S	T	O	C	K	P	T	K	C
R	R	D	C	D	E	B	T	O	R	P	R	E	M	I	X	T	O
E	Q	I	T	A	S	S	E	T	N	F	R	A	G	I	L	E	M
D	D	V	R	O	R	S	K	O	B	S	N	C	O	V	L	E	M
I	K	I	K	A	T	E	Y	C	A	K	U	U	T	B	R	T	U
T	E	D	L	L	K	C	N	L	B	J	A	M	E	I	P	U	N
P	R	E	M	I	U	M	K	N	O	C	P	B	E	C	R	N	I
O	R	N	O	C	K	S	M	A	E	A	I	O	U	R	O	B	C
K	C	D	A	S	N	P	W	U	E	E	N	G	H	C	D	K	A
V	P	S	I	N	S	T	A	L	L	M	E	N	T	E	U	K	T
Z	W	E	E	H	W	P	O	Y	R	N	M	O	R	T	C	E	E
P	A	I	I	Q	D	E	T	R	K	F	R	A	B	I	T	L	P
A	E	O	O	H	A	N	D	B	O	O	K	M	O	O	N	K	A
Y	I	Y	U	B	P	R	O	T	R	A	D	E	M	A	R	K	Y
M	O	T	A	V	M	O	T	I	V	L	D	M	A	E	I	O	M
B	R	O	C	H	U	R	E	S	I	X	P	A	R	C	E	L	E
J	K	D	O	X	C	R	E	T	A	I	L	E	R	A	O	B	N
V	L	S	M	Z	F	M	O	R	T	G	A	G	E	F	P	K	T
R	M	A	C	O	N	T	R	A	C	T	V	O	I	K	T	Z	O

Find and circle the hidden business terms. The terms can be read vertically, horizontally, or diagonally.

Asset
Brochure
Communicate
Consumer
Contract

Credit
Debtor
Dividends
Fragile
Handbook

Installment
Loan
Mortgage
Parcel
Payment

Premium
Product
Retailer
Stock
Trademark

APPENDIX B

COMMONLY USED BUSINESS TERMS

Supply an alternate term for the following words:

1. Partner
2. Businessman
3. Economize
4. Agenda
5. Business
6. Expenditure
7. Goods
8. Inventory
9. Liability
10. Partnership
11. Profit
12. Economical
13. Capital
14. Gross
15. Attorneys
16. Proprietor
17. Vocation
18. Applicant
19. Solicit
20. Revenue

APPENDIX B

SOLUTION

COMMONLY USED BUSINESS TERMS

Supply an alternate term for the following words:

1.	Partner	associate
2.	Businessman	merchant
3.	Economize	save
4.	Agenda	program
5.	Business	patronage
6.	Expenditure	expense or debit
7.	Goods	merchandise
8.	Inventory	supply
9.	Liability	debt
10.	Partnership	association
11.	Profit	earning
12.	Economical	sparing
13.	Capital	wealth
14.	Gross	whole
15.	Attorneys	lawyers
16.	Proprietor	owner
17.	Vocation	trade
18.	Applicant	candidate
19.	Solicit	ask
20.	Revenue	income

APPENDIX C

TRITE EXPRESSIONS

Rewrite the sentences replacing the underscored trite words with modern terms.

1. Attached hereto is a copy of my schedule.

   ____.

2. At this time, I do not have the information.

   ____.

3. First and foremost, I want to thank you for your cooperation.

   ____.

4. Enclosed is my check in the amount of $10.50.

   ____.

5. As per your request, I'm sending a copy of our book.

   ____.

6. In the event that Jane doesn't call, please write her a letter explaining our policy.

   ____.

7. We trust you will continue doing business with us.

   ____.

8. I have before me your letter of June 16, 1981.

   ____.

9. She lives in the city of Thibodaux.

   ____.

10. Enclosed you will find a copy of our program.

    ____.

APPENDIX C

TRITE EXPRESSIONS

Rewrite the sentences replacing the underscored trite words with modern terms.

1. Attached hereto is a copy of my schedule.

   A copy of my schedule is attached.

2. At this time, I do not have the information.

   I do not have the information.

3. First and foremost, I want to thank you for your cooperation.

   I want to thank you for your cooperation.

4. Enclosed is my check in the amount of $10.50.

   My check for $10.50 is enclosed.

5. As per your request, I'm sending a copy of our book.

   As requested, I'm sending you a copy of our book.

6. In the event that Jane doesn't call, please write her a letter explaining our policy.

   If Jane doesn't call, please write her a letter explaining our policy.

7. We trust you will continue doing business with us.

   We hope you will continue doing business with us.

8. I have before me your letter of June 16, 1981.

   I received your letter of June 16, 1981.

9. She lives in the city of Thibodaux.

   She lives in Thibodaux.

10. Enclosed you will find a copy of our program.

    A copy of our program is enclosed.

APPENDIX D

CAPITALIZATION

Rewrite the following sentences capitalizing the proper words.

1. we will start collecting the dues in november.

____.

2. we watched president reagan on television.

____.

3. the plane flew over the atlantic ocean.

____.

4. we live in the united states.

____.

5. i belong to the tiger club.

____.

6. we will visit you on easter sunday.

____.

7. the title of my book is escape tunnel.

____.

8. two members of the house of representatives visited our town.

____.

9. his school is located in new orleans, louisiana.

____.

10. my grandfather is a world war II veteran.

____.

ANSWER KEY

APPENDIX D

CAPITALIZATION

Rewrite the following sentences capitalizing the proper words.

1. we will start collecting the dues in november.

   We will start collecting the dues in November.

2. we watched president reagan on television.

   We watched President Reagan on television.

3. the plane flew over the atlantic ocean.

   The plane flew over the Atlantic Ocean.

4. we live in the united states.

   We live in the United States.

5. i belong to the tiger club.

   I belong to the Tiger Club.

6. we will visit you on easter sunday.

   We will visit you on Easter Sunday.

7. the title of my book is escape tunnel.
   The title of my book is Escape Tunnel. (or)
   The title of my book is ESCAPE TUNNEL.

8. two members of the house of representatives visited our town.

   Two members of the House of Representatives visited our town.

9. his school is located in new orleans, louisiana.

   His school is located in New Orleans, Louisiana.

10. my grandfather is a world war II veteran.

    My grandfather is a World War II veteran.

APPENDIX E

DASH FLASH CARD

Our produce (?) apples,
oranges, and grapes (?)
was shipped to
New Orleans.

HYPHEN FLASH CARD

Sue is a
First (?) class
secretary.

APPENDIX F

NUMBER TYPING

Circle the correct expression of numbers and retype the sentences.

1. (Eight, 8) students went to the meeting.

   ______________________________.

2. We sent (thirty-five, 35) samples to the lab.

   ______________________________.

3. Chris is (forty-five, 45) years old.

   ______________________________.

4. The meeting will be held at (eleven, 11) o'clock.

   ____

5. Bill paid (ten, 10) cents for his pencil.

   ____

6. Nancy lives at 4847 (eighth, 8th) Street.

   ____

7. Our check for (twenty-five dollars, $25) is enclosed.

   ____

8. Our family will visit you on the (sixth, 6th) of November.

   ____

9. I own (three-fourths, 3/4) of the business.

   ____

10. We bought (ten, 10) shirts, (fifteen, 15) blouses, and (twenty-four, 24) hats.

    ____

ANSWER KEY

APPENDIX F

NUMBER TYPING

Circle the correct expression of numbers and retype the sentences.

1. (Eight, 8) students went to the meeting.

   Eight students went to the meeting.

2. We sent (thirty-five, 35) samples to the lab.

   We sent 35 samples to the lab.

3. Chris is (forty-five, 45) years old.

   Chris is forty-five years old.

4. The meeting will be held at (eleven, 11) o'clock.

   The meeting will be held at eleven o'clock.

5. Bill paid (ten, 10) cents for his pencil.

   Bill paid 10 cents for his pencil.

6. Nancy lives at 4847 (eighth, 8th) Street.

   Nancy lives at 4847 Eighth Street.

7. Our check for (twenty-five dollars, $25) is enclosed.

   Our check for $25 is enclosed.

8. Our family will visit you on the (sixth, 6th) of November.

   (Either) Our family will visit you on the sixth of November.
   Our family will visit you on the 6th of November.

9. I own (three-fourths, 3/4) of the business.

   I own three-fourths of the business.

10. We bought (ten, 10) shirts, (fifteen, 15) blouses, and (twenty-four, 24) hats.

    We bought 10 shirts, 15 blouses, and 24 hats.

APPENDIX G

WORD DIVISION

Divide the following words. If a word should not be divided, write "Correct" in the answer blank.

1. mother-in-law ______________________
2. don't ______________________
3. agreeing ______________________
4. eliminate ______________________
5. encompass ______________________
6. produce ______________________
7. Billy ______________________
8. bookkeeping ______________________
9. though ______________________
10. production ______________________
11. steamed ______________________
12. FBLA ______________________
13. 123 ______________________
14. alternate ______________________
15. choice ______________________

ANSWER KEY

APPENDIX G

WORD DIVISION

Divide the following words. If a word should not be divided, write "Correct" in the answer blank.

1.	mother-in-law	mother/in/law
2.	don't	Correct
3.	agreeing	agree/ing
4.	eliminate	elimi/nate
5.	encompass	en/com/pass
6.	produce	pro/duce
7.	Billy	Correct
8.	bookkeeping	book/keep/ing
9.	though	Correct
10.	production	pro/duc/tion
11.	steamed	Correct
12.	FBLA	Correct
13.	123	Correct
14.	alternate	al/ter/nate
15.	choice	Correct

APPENDIX H

CHECKLIST

	Acceptable	Unacceptable
A. Created a favorable impression with tone of voice.		
B. Used tact.		
C. Chose proper emphasis for message.		
D. Used proper grammar in phrases and sentences.		
E. Included all vital information.		

SUPPLEMENTARY MATERIALS

Cassettes*

Basics of Business Communication, by Dr. Gretchen Vik
BBC-CB (Fourteen cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Creating Your Own Business Communications, by Sharon Preston
CYO-CB (One cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Effective Listening, by Evelyn Jenkins
EL-CB (Three cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Principles of Business Communications, by Leslie J. Froiland-Davison and Dr. Gary N. McLean
PBC-CB (Six cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Punctuation for Everybody, by Dr. Polly Einbecker
PE-CB (Two cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Vocabulary for Everybody, by Dr. Polly Einbecker
VE2-CB (Eight cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Word Division, by Evelyn Elliott
WD-CB (Two cassette set)
Western Tape
P.O. Box 69
Mountain View, CA 94042

Simulation

Word Processing Concepts and Applications Practice Set, by Bettie Hampton Ellis
Gregg/McGraw-Hill, 1980
13955 Manchester Road
Manchester, MO 63011

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*No publication date available. All cassettes were listed as available in 1981-82 catalogs.

Sound-Filmstrip Set

Business Communications Series, by Dr. Warren C. Weber and
Dr. Joyce I. Kupsh
F-601F Business Communications Overview (80 slides)
National Instructional Systems, Inc.
P.O. Box 1177
Huntington Beach, CA 92647
(No publication date available)

Textbooks

Reiff, Rosanne. Communication Skills for the Processing of Words. ISBN: 0-538-23650-7. Cincinnati: South-Western Publishing Company, 1981.

Stewart, Marie. Business English and Communication. New York: McGraw-Hill, 1978.

Transparencies

Can You Listen?, by Rhonda Rhodes-Hanna and Gail Abbott
BM-117T (10 transparencies, lecture notes, student exercises)

RESOURCES

Allen, Thomas R., Jr., "Lack of Communications: The Most Common Deficiency," The Balance Sheet, October, 1979, pp. 55-56.

Cecil, Paula B., Word Processing in the Modern Office, 2nd Edition. Menlo Park, CA: Benjamin/Cummings Publishing Company, 1980.

A Guide to Grammar and Word Usage. Mountain View, CA: Western Tape, 1977.

A Guide to Punctuation, Capitalization, Number Typing, and Word Division. Mountain View, CA: Western Tape, 1975.

A Guide to Typewriting Style and Selected Business Forms. Mountain View, CA: Western Tape, 1978.

Louisiana State Department of Education. Curriculum Guides for Business and Office Educators, Bulletin No. 1336. Bureau of Vocational Education, 1974.

Louisiana State Department of Education. Curriculum Guides for Cooperative Office Education, Bulletin No. 2346. Bureau of Vocational Education, 1974.

Rieff, Rosanne. Communication Skills for the Processing of Words. Cincinnati: South-Western Publishing Company, 1981.

Stewart, Marie M., et al. Business English and Communication, 5th Edition. New York: McGraw-Hill Book Company, 1978.

UNIT VI

EQUIPMENT-RELATED SKILLS

INTRODUCTION

In preparation for employment in today's offices, students should be able to operate basic word processing equipment.

While the main purpose of learning to operate basic equipment is to be better prepared to assume a position in today's modern offices, one must also be aware that some homes are already equipped with word processing terminals. It is anticipated that within the next ten years processors will become economically feasible for all middle-income families.

The purpose of this unit is to introduce word processing equipment and provide activities necessary to train students in the basic equipment-related skills.

COMPETENCIES

1. Demonstrate correct operation and care of word processing equipment.
2. Produce final copy proficiently.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Demonstrate correct and efficient keyboarding techniques.
2. Produce final copy proficiently from rough draft and unarranged copy.
3. Operate and properly care for electronic equipment.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. The students will be able to demonstrate in class correct typing position, keystroking, and keyboard control with an average rating on at least 75 percent of the skills listed on the checklist provided by the instructor.

2. The students will be able to demonstrate in class the ability to follow instructions in the manufacturers' manuals for the care and operation of the equipment with an acceptable rating on 75 percent of the skills listed on the performance checklist provided by the instructor.

3. Given a rough draft document on a performance test, students will be able to produce a final copy recalling all codes necessary to operate the machine within a given period of time with 75 percent accuracy.

4. Given a rough draft document in class, students will be able to follow directions, identify and use revision marks properly, and use correct form with 75 percent accuracy.

5. Provided a stored document with corrections to be made on a performance test, students will be able to recall and revise the stored material with 75 percent accuracy.

6. Given a letter to produce on a performance test, students will be able to produce a mailable copy with 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Invite a representative to demonstrate the word processing equipment available and explain the value of skills learned on such equipment.

2. Take a field trip to a word processing center.

3. Have students prepare bulletin board displays to stress important aspects of the unit.

4. View an equipment-related film provided by a vendor.

5. Display a collection of advertising materials representing word processing equipment used in the community.

METHODOLOGY

The purpose of this unit is to introduce the operation of word processing equipment and to develop operating skills. Activities will be provided to train students to operate word processing equipment.

Books, operator's manuals, packets, and periodicals listed in the supplementary materials section of this unit may be used to gather the topical information needed for the presentation of this unit.

UNIT OUTLINE

EQUIPMENT-RELATED SKILLS

I. Keyboarding

- A. Using machine codes
  - 1. centering
  - 2. tabulating
  - 3. underscoring
  - 4. moving or rearranging
  - 5. stopping
- B. Recording alphabetic and numeric data
- C. Using magnetic media
- D. Using memory feature
- E. Correcting errors while recording
- F. Editing recorded data
- G. Retrieving stored material
- H. Keyboarding documents with speed and accuracy

II. Operation and Care of Equipment

- A. Using manual
  - 1. preparing equipment
  - 2. loading magnetic media
  - 3. using all machine parts
  - 4. exiting system
  - 5. storing magnetic media
- B. Recognizing and acting upon trouble signals
  - 1. following manual instructions
  - 2. calling for instructor's assistance

III. Production of Final Copy From Rough Draft

- A. Interpreting proofreader's marks
- B. Following all directions
- C. Using proper format for
  - 1. margins
  - 2. pagination
  - 3. headings
  - 4. tabs
  - 5. line spacing

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. The students will be able to demonstrate in class correct typing position, keystroking, and keyboard control with an average rating on at least 75 percent of the skills listed on the checklist provided by the instructor.

Subject Matter Content	Learning Activities
Keyboarding	1. Demonstrate proper typing position, keystroking, and keyboard control. 2. Type a manuscript applying teacher-suggested technique improvements. (Checklist--Appendix A) (Manuscript--Appendix B, Section A) 3. Type a manuscript as teacher observes and evaluates techniques. (This evaluation will be a continuous process throughout the unit.) (Appendix B, Section B)

---

2. The students will be able to demonstrate in class the ability to follow instructions in the manufacturers' manuals for care and operation of the equipment with an acceptable rating of 75 percent of the skills listed on the performance checklist provided by the instructor.

Subject Matter Content	Learning Activities
Operation and Care of Equipment	1. Observe a company representative's demonstration of word processing equipment. 2. Scan the operator's manual in small groups during teacher instruction. 3. Demonstrate the techniques of proper care and operation of the equipment. 4. Prepare equipment, load magnetic media, exit system, and store media, using operator's manual, as teacher observes and gives suggested methods of improvement.

	5. Prepare equipment, load magnetic media, exit system, and store magnetic media, using operator's manual, as the teacher evaluates these techniques. (Appendix C)

---

3. Given a rough draft document on a performance test, students will be able to produce a final copy recalling all codes necessary to operate the machine within a given period of time with 75 percent accuracy.

Subject Matter Content	Learning Activities
Production of Final Copy From Rough Draft	1. Demonstrate machine codes for centering, tabulating, underscoring, moving, rearranging, storing, and exiting the system.
	2. Type a letter containing items to be centered, tabulated, underscored, and rearranged. Correct errors while recording, store the document, and exit the system. (Appendix D)
	3. Demonstrate retrieving stored documents and printing final copy.
	4. Recall stored letter, proofread and correct all errors, and produce final copy.
	5. Type a letter containing items to be centered, tabulated, underscored, and rearranged. Correct errors while recording, store the document, print the document, and exit the system. (The teacher will evaluate the students on the final copy.) (Appendix E)

---

4. Given a rough draft document in class, students will be able to follow directions, identify and use revision marks properly, and use correct form with 75 percent accuracy.

Subject Matter Content	Learning Activities
Interpreting Proofreader's Marks	1. Demonstrate use of proofreader's marks. (Appendix F)
Using Machine Codes	2. Demonstrate coding format for margins, pagination, headings, and line spacing.

Following All Directions	3. Type a manuscript from rough draft form. Follow directions, interpret revision marks, and use proper format to produce a final copy. Store document. (This could be done in groups.) (Appendix G)

5. Provided a stored document with corrections to be made on a performance test, students will be able to recall and revise the stored material with 75 percent accuracy.

Subject Matter Content	Learning Activities
Retrieving Stored Material	1. Make additional revisions and store corrected manuscript. (Appendix H)
Editing Recorded Data	2. Make revisions and store corrected letter. (Appendix I)

6. Given a letter to produce on a performance test, students will be able to produce a mailable copy with 75 percent accuracy.

Subject Matter Content	Learning Activities
Production of Final Copy From Rough Draft	1. Type a letter and manuscript following directions to produce documents in mailable form using proper preparation of equipment, format, and coding. (Appendices J and K)
	2. Proofread someone's manuscript and letter.
	3. Make a bulletin board of completed letters and manuscripts.

UNIT TEST

EQUIPMENT-RELATED SKILLS

I. Type the following letter in mailable form using the instructions given below.

1. Use modified block style.
2. Indent paragraphs five spaces.
3. Underscore Hahnville High School.
4. Underscore cheerleader tryouts.
5. Center the subject line.
6. Keyboard and store the letter.
7. Exit system.

Current date

Tiger News
P.O. Box 39
Boutte, LA 70039

Dear Editor:

Subject: Cheerleader Tryouts

In your next edition, please print the following:

Hahnville High School will hold its annual cheerleader tryouts on Saturday, February 20, 1982.

Students planning to attend Hahnville High School and wishing to try out for cheerleader for the 1982-83 school session may pick up an information packet in the Guidance Office of their school.

If there are any questions regarding the packet, call Annette Arcement at 758-2680 between the hours of 7:30 a.m. and 5:30 p.m.

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

ANSWER KEY

UNIT TEST

EQUIPMENT-RELATED SKILLS

I.

Current date

Tiger News
P.O. Box 39
Boutte, LA 70039

Dear Editor:

Subject: Cheerleader Tryouts

In your next edition please print the following:

Hahnville High School will hold its annual cheerleader tryouts on Saturday, February 20, 1982.

Students planning to attend Hahnville High School and wishing to try out for cheerleader for the 1982-83 school session may pick up an information packet in the Guidance Office of their school.

If there are any questions regarding this packet, call Annette Arcement at 758-2680 between the hours of 7:30 a.m. and 5:30 p.m.

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

AA:pck

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UNIT TEST

EQUIPMENT-RELATED SKILLS

II. Type the following manuscript in mailable form using the proper format and the following instructions:

1. 60-space line
2. Justify right margin
3. Page length--52
4. Single space
5. Make all corrections
6. Store document
7. Exit system

2" TM

Technology in the Office

5] One of the technological innovations that has broubgt vast changes in today's business world and which has helped to increase office producstivity is the information processing network. Word processing and data processing are components of such a network.
5] ¶ Another technological advance that can provide a dierect savings is managerial and professional time is electronic mail and electronic document distribution, with the capability of speeding memos, letters, reports, and manuals to destinations across the country. Not only can electronic mial serve as a substitute for some of an organization's first-class business correspondence to branch locations, but it may also serve as a way to transmit data of a time related value that is not alreadybeing transmitted by data processing communications. Additional producstivity gains can be provided by the elimination of telephone tag when two-way oral communication is not imperative.

5] Efforts to combine records management and word processing are receiving top priority in office integartion plans. Companies attempting to quantify number of files maintained, unit time to access files, and labor spent in file creating and searching have found a potential area in which to make a substantial productivity improvements. The developpment of electronic systems that will allow integration of word processing and records management and which will provide high capacity storage in small space could eliminate much paper shuffling and serve to clear communication channels. A marriage of the two disciplines could coer the entire record cycle including generating, distributing, storing, and retrieving documents.

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UNIT TEST

ANSWER KEY

EQUIPMENT-RELATED SKILLS

One of the technological innovations that has brought vast changes in today's business world and which has helped to increase office productivity is the information processing network. Word processing and data processing are components of such a network.

Another technological advance that can provide a direct savings in managerial and professional time is electronic mail and electronic document distribution, with the capability of speeding memos, letters, reports, and manuals to destinations across the country. Not only can electronic mail serve as a substitute for some of an organization's first-class business correspondence to branch locations, but it may also serve as a way to transmit data of a time related value that is not already being transmitted by data processing communications. Additional productivity gains can be provided by the elimination of telephone tag when two-way oral communication is not imperative.

Efforts to combine records management and word processing are receiving top priority in office integration plans. Companies attempting to quantify number of files maintained, unit time to access files, and labor spent in file creating and searching have found a potential area in which to make substantial productivity improvements. The development of electronic systems that will allow integration of word processing and records management and which will provide high capacity storage in small space could eliminate much paper shuffling and serve to clear communication channels. A marriage of the two disciplines could cover the entire record cycle including generating, distributing, storing, and retrieving documents.

---

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UNIT TEST

EQUIPMENT-RELATED SKILLS

III. Recall the manuscript entitled "Technology in the Office." Make the following revisions to the manuscript:

1. Double-space entire manuscript.
2. Move paragraph two after paragraph three.
3. Add the following paragraph after paragraph one:

   Equipment with calendaring capability can lead to administrative support productivity gains. Through the use of word processing equipment and/or computers, the administrative support personnel can immediately have access to appointment and meeting schedules of all supervisory and management personnel within the organization. By creating, maintaining, searching, and purging calendar appointments for these individuals, office personnel can use the equipment to reduce telephone tag and phone traffic.

4. Underline the first sentence in paragraph one.
5. Proofread and edit to obtain mailable form.
6. Print manuscript.

UNIT TEST

ANSWER KEY

EQUIPMENT-RELATED SKILLS

III.

TECHNOLOGY IN THE OFFICE

One of the technological innovations that has brought vast changes in today's business world and which has helped to increase office productivity is the information processing network. Word processing and data processing are components of such a network.

Equipment with calendaring capability can lead to administrative support productivity gains. Through the use of word processing equipment and/or computers, the administrative support personnel can immediately have access to appointment and meeting schedules of all supervisory and management personnel within the organization. By creating, maintaining, searching, and purging calendar appointments for these individuals, office personnel can use the equipment to reduce telephone tag and phone traffic.

Efforts to combine records management and word processing are receiving top priority in office integration plans. Companies attempting to quantify number of files maintained, unit time to access files, and labor spent in file creating and searching have found a potential area in which to make substantial productivity improvements. The development of electronic systems that will allow integration of word processing and records management and which will provide high capacity storage in small space could eliminate much paper shuffling and serve to clear communication channels. A marriage of the two disciplines could cover the entire record cycle including generating, distributing, storing, and retrieving documents.

Another technological advance that can provide a direct savings in managerial and professional time is electronic mail and electronic document distribution, with the capability of speeding memos, letters, reports, and manuals to destinations across the country. Not only can electronic mail serve as a substitute for some of an organization's first-class business correspondence to branch locations, but it may also serve as a way to transmit data of a time related value that is not already being transmitted by data processing communications. Additional productivity gains can be provided by the elimination of telephone tag when two-way oral communication is not imperative.

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EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Grade students on checklists.
- Grade students on recalling and revising stored documents.
- On a unit test, grade students on their ability to:
  1. follow directions.
  2. interpret revision marks properly.
  3. use correct form.
  4. store a document.
  5. recall a document.
  6. revise a stored document.
  7. produce 75 percent of the documents in mailable form within a specified time.

EQUIPMENT AND SUPPLIES

Student

Textbook
Notebook
Operator's Manual
Checklists
Instruction Sheet
Dictionary
Typing Paper
Eraser
Pen or pencil

Teacher

Textbook and Manual
Operator's Manual
Instruction Sheets
Checklists
Text-editing Machine
Machine Supplies
Bulletin Board Supplies
Construction Paper
Bulletin Board Letters

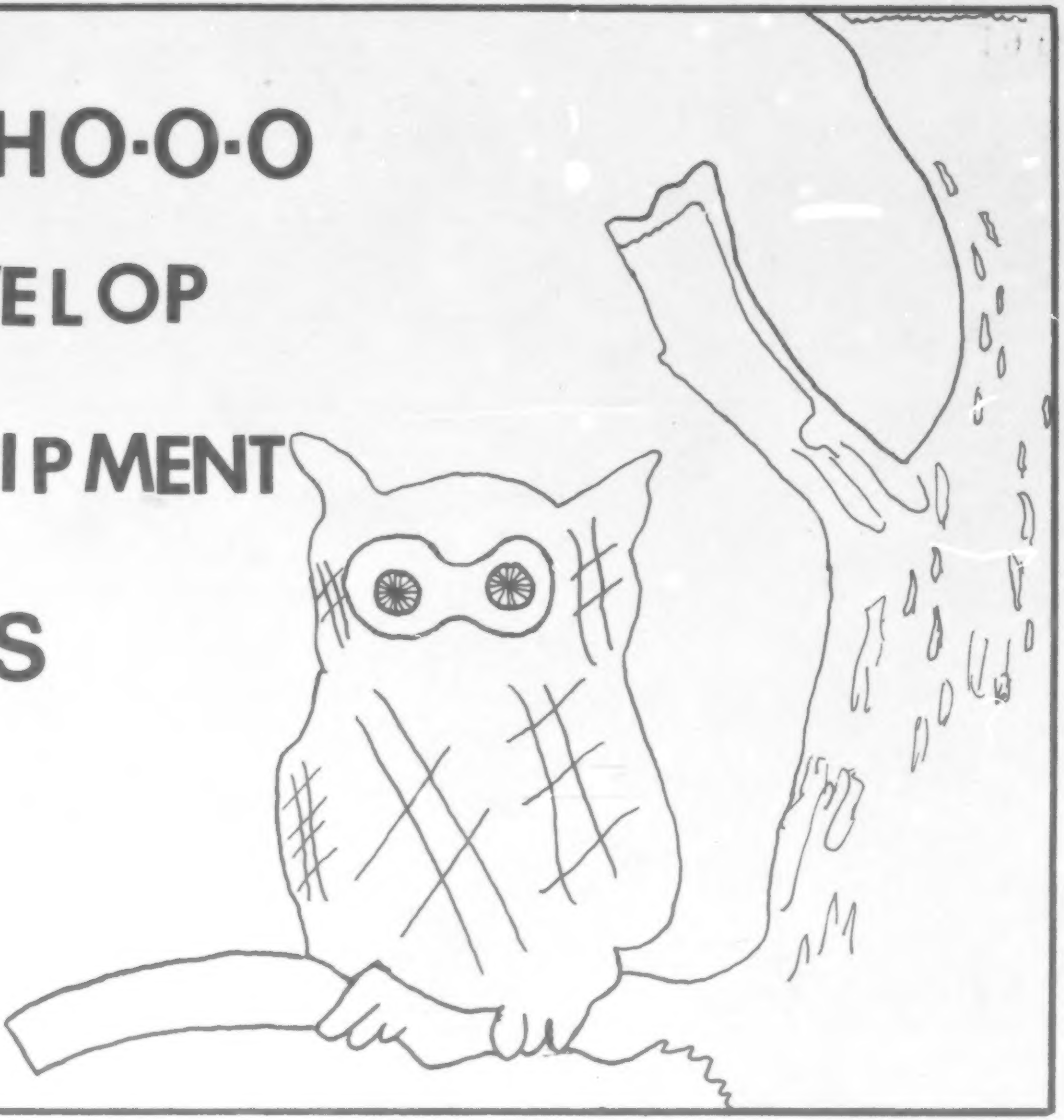
WHO-O-O

WILL DEVELOP

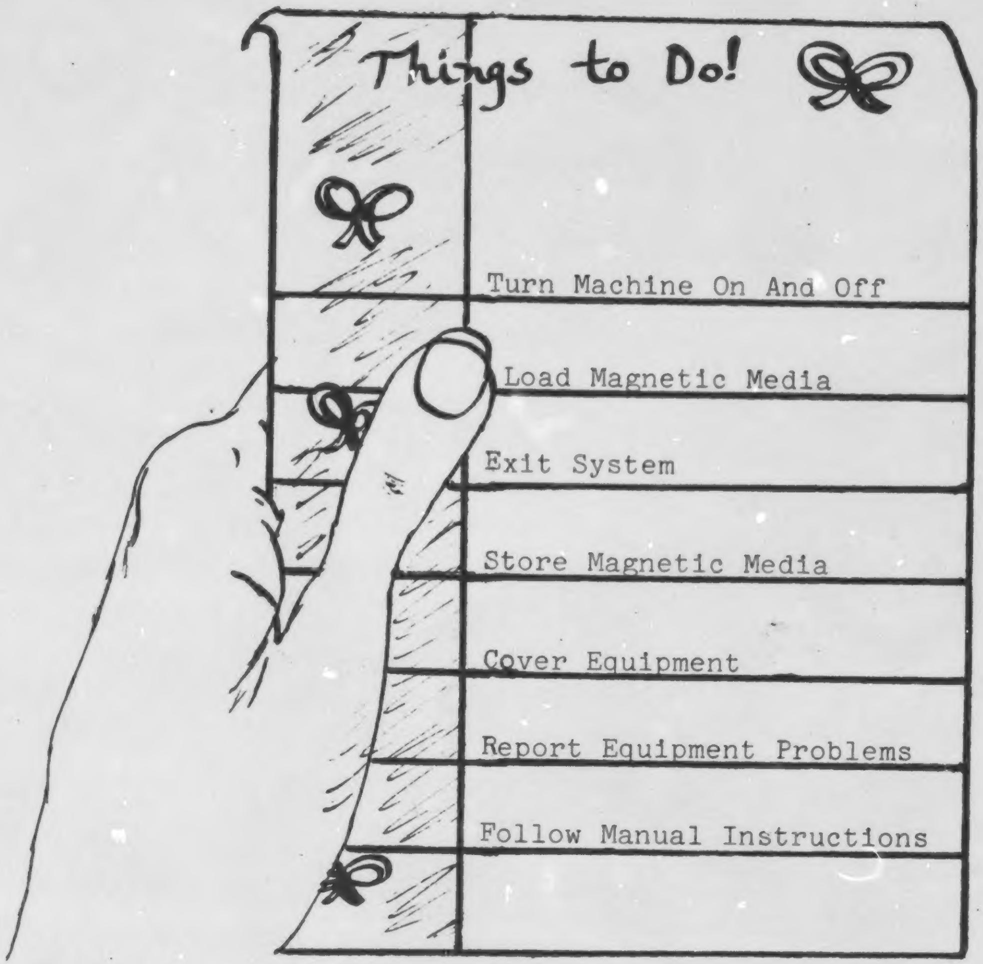
W/P EQUIPMENT

SKILLS

???



OPERATOR REMINDERS


Things to Do!

- Turn Machine On And Off
- Load Magnetic Media
- Exit System
- Store Magnetic Media
- Cover Equipment
- Report Equipment Problems
- Follow Manual Instructions

APPENDIX A

TECHNIQUE CHECKLIST

	RATING	
	Acceptable	Unacceptable
PROPER TYPING POSITION:		
1. Sits in correct position, at proper distance from machine, with feet flat on floor.		
2. Keeps elbows at side, fingers curved, and wrists off the frame of machine.		
3. Keeps eyes on copy.		
PROPER KEYSTROKING:		
1. Makes direct and correct finger reaches.		
2. Keeps hands and arms quiet.		
3. Makes quick and even strokes.		
PROPER KEYBOARDING:		
1. Uses the following machine codes properly:		
a. centering		
b. tabulating		
c. underscoring		
d. moving and rearranging		
e. stopping		
2. Does the following properly:		
a. turns machine on and off		
b. corrects errors while recording		
c. stores material		
d. retrieves stored material		
Percentage of Achievement	%	%

APPENDIX B, SECTION A

MANUSCRIPT

Type the following unbound manuscript (1 inch side margins) using double spacing and five-space paragraph indentions.

One of the technological innovations that has brought vast changes in today's business world and which has helped to increase office productivity is the information processing network. Word processing and data processing are components of such a network.

Another technological advance that can provide a direct savings in managerial and professional time is electronic mail and electronic document distribution, with the capability of speeding memos, letters, reports, and manuals to destinations across the country. Not only can electronic mail serve as a substitute for some of an organization's first-class business correspondence to branch locations, but it may also serve as a way to transmit data of a time-related value that is not already being transmitted by data processing communications.

APPENDIX B, SECTION B

MANUSCRIPT

Type the following left-bound manuscript (1½ inch left margin and 1 inch right margin) using double spacing and five-space paragraph indentions.

Motivation of employees is one of the fundamental principles in the process of directing and leading. Management can no longer satisfy workers by financial reward alone. Motivation is a highly complex subject, which depends upon the individual's personality, perception, and expectation. If an environment is to be designed in which people will perform willingly, management must respond to the task of motivation of the individual. Another task basic to managers at all levels and in all types of business organizations is the maintenance of an environment in which individuals or groups can work together to accomplish preselected missions and objectives.

Essential to these tasks would be a reevaluation of communication systems and the use of the information supply. Information is a valuable resource that has long been regarded as a free and unlimited commodity, but now less energy must be used to produce more information. Data processing and word processing are the systems that will help bring this idea to fruition.

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APPENDIX B, SECTION A

ANSWER KEY

MANUSCRIPT

One of the technological innovations that has brought vast changes in today's business world and which has helped to increase office productivity is the information processing network. Word processing and data processing are components of such a network.

Another technological advance that can provide a direct savings in managerial and professional time is electronic mail and electronic document distribution, with the capability of speeding memos, letters, reports, and manuals to destinations across the country. Not only can electronic mail serve as a substitute for some of an organization's first-class business correspondence to branch locations, but it may also serve as a way to transmit data of a time-related value that is not already being transmitted by data processing communication.

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APPENDIX B, SECTION B

ANSWER KEY

MANUSCRIPT

Motivation of employees is one of the fundamental principles in the process of directing and leading. Management can no longer satisfy workers by financial reward alone. Motivation is a highly complex subject, which depends upon the individual's personality, perception, and expectation. If an environment is to be designed in which people will perform willingly, management must respond to the task of motivation of the individual. Another task basic to managers at all levels and in all types of business organizations is the maintenance of an environment in which individuals or groups can work together to accomplish preselected missions and objectives.

Essential to these tasks would be a reevaluation of communication systems and the use of the information supply. Information is a valuable resource that has long been regarded as a free and unlimited commodity, but now less energy must be used to produce more information. Data processing and word processing are the systems that will help bring this idea to fruition.

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APPENDIX C

CARE AND OPERATION OF EQUIPMENT CHECKLIST

	RATING	
	Acceptable	Unacceptable
Does the following properly:		
1. turns machine on and off		
2. uses all machine parts		
3. follows operator's manual instructions		
4. loads magnetic media		
5. exits system		
6. stores magnetic media		
7. covers equipment		
8. reports equipment problems to teacher		
Percentage of Achievement	%	%

APPENDIX D

LETTER

Type the following letter using the instructions given below:

1. Use modified block style
2. Indent paragraphs five spaces
3. Center columns in table
4. Underscore Hahnville High School
5. Arrange the names in alphabetical order
6. Keyboard and store the letter
7. Print the letter
8. Exit the system

Current date

Tiger News
P.O. Box 439
Boutte, LA 70039

Dear Editor:

5 Cheerleader tryouts were held Saturday, March 21, 1971, at Hahnville HIgh School. Judges for the contest were cheerleaders from nicholls State University and West St Hohn High School. We are pleased too announce that the following girls have been chosen for the 1981-1982 cheerleading squad:

Angelique Champagne
Dana Dufrene
Angela Fonseca
Donna Lanata
Tiki Matherne
Barbie Dempster
Denise Dufresne
Christi Lorio
Merlyna Mathieu
Francie Madere

5 I would appreciate your putting the above information in the newspaper.

Sincerly yours

Annette L. Arcement
Cheerleader Sponsor

ANSWER KEY

APPENDIX D

LETTER

Current date

Tiger News
P.O. Box 39
Boutte, LA 70039

Dear Editor:

Cheerleader tryouts were held Saturday, March 21, 1981, at Hahnville High School. Judges for the contest were cheerleaders from Nicholls State University and West St. John High School.

We are pleased to announce that the following girls have been chosen for the 1981-82 cheerleading squad:

Angelique Champagne
Barbie Dempster
Dana Dufresne
Denise Dufresne
Angela Fonseca
Donna Lanata
Christi Lorio
Francie Madere
Tiki Matherne
Merlyna Mathieu

I would appreciate your putting the above information in the newspaper.

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

AA:pck

APPENDIX E

LETTER

Type the following letter using the instructions given below:

1. Use modified block style
2. Indent paragraphs five spaces
3. Center columns in table
4. Underscore 1981-1982 junior varsity
5. Arrange the names in alphabetical order
6. Keyboard and store the letter
7. Print the letter
8. Exit the system

Current date

Tiger News
P.O. Box 439
Boutte, LA 70039

Dear Editor:

Cheerleader tryouts were held Saturday, March 21, 1981, at Hahnville High School. Judges for the contset were cheerleaders from Nicholls state university and West St. John High School.

We are please to announce that the following girls have been chossen ~~to~~ for the 1981-~~1981~~ 82 junior varsity cheerleading squad:

Cindy Matherne	Miranda Savoie
Missy Cockrell	Nancy Landry
Jamie Hava	Joan Madere
Nicki Candies	Maria Fabre

I would apprecate your putting the ~~the~~ above information in the newspaper.

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

ANSWER KEY

APPENDIX E

LETTER

Current date

Tiger News
P.O. Box 39
Boutte, LA 70039

Dear Editor:

Cheerleader tryouts were held Saturday, March 21, 1981, at Hahnville High School. Judges for the contest were cheerleaders from Nicholls State University and West St. John High School.

We are pleased to announce that the following girls have been chosen for the 1981-82 junior varsity cheerleading squad:

Nicki Candies
Missy Cockrell
Maria Fabre
Jamie Hava
Nancy Landry
Joan Madere
Cindy Matherne
Miranda Savoie

I would appreciate your putting the above information in the newspaper.

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

AA:pck

APPENDIX F

PROOFREADING MARKS

Marking	Meaning	Example
ℓ or ℐ	delete, take out	Tr~~a~~anscrib~~l~~e this tape.
∧	insert	Th‸s copy is correct.
#	add space	Transcribe‸this tape.
⁀‿	close up	Do this n‿ext.
∿ or tr	transpose	Here is your nxet jbo.
/ or lc.	lower case	Transcribe /This /Tape.
≡	capitalize	transcribe this tape.
stet.	let the copy stand; ignore the correction	Transcribe ~~this~~ tape.
○	spell out the circled number or abbreviation	Write ⑤ letters. He lives at 501 (1st) (St.)
¶	start a new paragraph	¶ Transcribe this tape. Then go on to the next job.
No ¶	no new paragraph	Transcribe this tape. No ¶ It is important.
⌈⌉	move up, raise	⌈Transcribe⌉ this tape.
⌊⌋	move down, lower	⌊Transcribe⌋ this tape.
[	indent left, move left	[Transcribe this tape.
]	indent right, move right	Transcribe this tape.]
5]	indent five spaces	5]Transcribe this tape.
] [	center on typing line	]Proofreading Marks [
___	underscore (indicates use of italics in printing)	*Transcribe this tape*.
?	verify accuracy	There are 67 tapes in stock. ?

Reprinted from Word Processing: Machine Transcription by Heringer, Lawry, and Kruse, with the permission of Glencoe Publishing Company, Inc.

APPENDIX G

MANUSCRIPT

Type the following manuscript in proper format using the instructions given below:

1. Use 60-space line.
2. Justify right margin.
3. Use page length of 52.
4. Store document.

2" TM

Format
SS with DS
between ¶

FREEDOM'S CHALLENGE

As a student in a high school in the U.S.A., it seems that I have to get a clear and complete understanding of the crises such as crime and vilence that are affecting my country today.

At the age of seventeen, my understanding of my country has grown, and I feel that we have an internal crisis here at home This is encourage by our communisitc enemies who hav e as their goal, the destruction of our freedom as guaranteed by our democratic constitution. This crisis is the lack of unity among ourselves. Through unity our nation becomes stronger in protecitng us from other countries seeking to destroy us.

In order to meet this challenge concerning the lack of unity I should stay in school and work hard to better myself. Students are the leaders of tomorrw. the condition existing today will have an affect on the country's condition in years to come.

"One for all and all for one" is an excellent motto that we should stirve to attain. In attaining this goal, our classless nation will continue to prosper. In addition, liberty and justice will continue to persist accompanies with new challenges for us to overcome. Accepting each challenge is a stepping stone toward our goal of world-wide freedom and justice.

1" ↕

page number on line 4

Unquestionably, many will not meet this challenge and se~~m~~emingly lose faith in their country. This will result in violent demonstrations and other means to express emotions and feelings. Through these anti-American demonstrations, participants fial to realize that they are not only hurting their country~~,~~ but also themselves.

ANSWER KEY

APPENDIX G

As a student in a high school in the U.S.A., it seems that I have to get a clear and complete understanding of the crises such as crime and violence that are affecting my country today.

At the age of seventeen, my understanding of my country has grown, and I feel that we have an internal crisis here at home. This is encouraged by our Communistic enemies who have as their goal the destruction of our freedom as guaranteed by our democratic constitution. This crisis is the lack of unity among ourselves. Through unity our nation becomes stronger in protecting us from other countries seeking to destroy us.

In order to meet this challenge concerning the lack of unity, I should stay in school and work hard to better myself. Students are the leaders of tomorrow. The condition existing today will have an effect on the country's condition in years to come.

"One for all and all for one" is an excellent motto that we should strive to attain. In attaining this goal, our classless nation will continue to prosper. In addition, liberty and justice will continue to persist accompanied with new challenges for us to overcome. Accepting each challenge is a stepping-stone toward our goal of worldwide freedom and justice.

Unquestionably, many will not meet this challenge and seemingly lose faith in their country. This will result in violent demonstrations and other means to express emotions and feelings. Through these anti-American demonstrations, participants fail to realize that they are not only hurting their country but also themselves.

APPENDIX H

RECALL AND REVISE MANUSCRIPT

Recall the manuscript entitled "Freedom's Challenge." Make the following revisions to the manuscript.

1. Add the following paragraph before paragraph one.

> We, as Americans, can be justly proud of ~~this~~ the heritage handed down to us. ~~for~~ our heroic forefathers in unity met the challenge of freedom face to face and conquered all the obstacles that lay in their hazardous-filled paths and made the cause a worthwhile one for which to fight ~~for.~~ It was the great love to be free that enabled them to obtain for us this almost completely unblemished democracy.

2. Double-space entire manuscript.

3. Move paragraph four after paragraph five.

4. Underline the final statement in paragraph four:

> Accepting each challenge is a stepping-stone toward our goal of worldwide freedom and justice.

5. Proofread and edit to obtain mailable form.

6. Print manuscript.

ANSWER KEY

APPENDIX H

FREEDOM'S CHALLENGE

We, as Americans, can be justly proud of the heritage handed down to us. Our heroic forefathers in unity met the challenge of freedom face to face and conquered all the obstacles that lay in their hazardous-filled paths and made the cause a worthwhile one for which to fight. It was the great love to be free that enabled them to obtain for us this almost completely unblemished democracy.

As a student in a high school in the U.S.A., it seems that I have to get a clear and complete understanding of the crises such as crime and violence that are affecting my country today.

At the age of seventeen, my understanding of my country has grown, and I feel that we have an internal crisis here at home. This is encouraged by our Communistic enemies who have as their goal the destruction of our freedom as guaranteed by our democratic constitution. This crisis is the lack of unity among ourselves. Through unity our nation becomes stronger in protecting us from other countries seeking to destroy us.

In order to meet this challenge concerning the lack of unity, I should stay in school and work hard to better myself. Students are the leaders of tomorrow. The condition existing today will have an effect on the country's condition in years to come.

Unquestionably, many will not meet this challenge and seemingly lose faith in their country. This will result in violent demonstrations and other means to express emotions and feelings. Through these anti-American demonstrations, participants fail to realize that they are not only hurting their country but also themselves.

"One for all and all for one" is an excellent motto that we should strive to attain. In attaining this goal, our classless nation will continue to prosper. In addition, liberty and justice will continue to persist accompanied with new challenges for us to overcome. Accepting each challenge is a stepping-stone toward our goal of worldwide freedom and justice.

APPENDIX I

LETTER

Recall the letter to the Tiger News. (Appendix E) Make the following revisions.

1. Address the letter to:
   Wildcat News
   P.O. Box 76
   Ruston, LA 71270

2. Change Hahnville High School to Weston High School.

3. Change Nicholls State University to Louisiana Tech, and West St. John High School to Jonesboro-Hodge High School.

4. Change names of 1981-82 junior varsity cheerleading squad to:

   Cindy Adams
   Betty Taylor
   Susan Miller
   Patricia Alexander
   Jill Holiday
   Mary Shipp
   Janice Stewart
   Ann Moore

5. Change name of cheerleader sponsor to Peggy Davis.

ANSWER KEY

APPENDIX I

LETTER

Current date

Wildcat News
P.O. Box 76
Ruston, LA 71270

Dear Editor:

Cheerleader tryouts were held Saturday, March 21, 1981, at Weston High School. Judges for the contest were cheerleaders from Louisiana Tech and Jonesboro-Hodge High School.

We are pleased to announce that the following girls have been chosen for the 1981-82 junior varsity cheerleading squad:

Cindy Adams
Patricia Alexander
Jill Holiday
Susan Miller
Ann Moore
Mary Shipp
Janice Stewart
Betty Taylor

I would appreciate your putting the above information in the newspaper.

Sincerely yours,

Peggy Davis
Cheerleader Sponsor

PD:pck

APPENDIX J

LETTER

Type the following letter in mailable form using the instructions given below:

1. Use modified block style.
2. Indent paragraphs five spaces.
3. Underscore Hahnville High School Cheerleaders.
4. Center the date.
5. Keyboard and store the letter.
6. Print the letter.
7. Exit the system.

Current date

Tiger News
P.O. Box 39
Boutte, LA 70039

Dear Editor:

Would you please print the following:

The Hahnville High School Cheerleaders will host their annual Kiddie Camp at Mimosa and Luling Elementary Schools on August 3 through August 7 from 9:~~00~~ a.m. until 12~~:00~~ noon. The cost is $3 per child per day.

Any child between the ages of four and eleven is invited to attend. Come and register your children on August 3 at 9~~:00~~ a.m. Let your children begin to develop their muscular skills now!

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

ANSWER KEY

APPENDIX J

LETTER

Current date

Tiger News
P.O. Box 39
Boutte, LA 70039

Dear Editor:

Would you please print the following:

The Hahnville High School Cheerleaders will host their annual Kiddie Camp at Mimosa and Luling Elementary Schools on August 3 through August 7 from 9 a.m. until 12 noon. The cost is $3 per child per day.

Any child between the ages of four and eleven is invited to attend. Come and register your children on August 3 at 9 a.m. Let your children begin to develop their muscular skills now!

Sincerely yours,

Annette L. Arcement
Cheerleader Sponsor

AA:pck

214

APPENDIX K

MANUSCRIPT

Type the following manuscript in mailable form using the proper format and the following instructions:

1. Use 60-space line.
2. Justify right margin.
3. Use page length of 52.
4. Make all corrections.
5. Store document.
6. Print document.
7. Exit system.

Format
DS
Manuscript

Physicall Fitness

5] There is a definite need for exercise and physical fitness. "If teenagers are to have a long and happy life, something must be done now," says Bonnie Prudden, champion of physical fitness and the author of Teenage Fitness.

5] Our bodies are moer tha n halr muscle, and muscles need exercise. They must be used. If they are not used enough, they deteriorate. Muscles cause all of our body actions. Muscles not only cause the motions that are noticeable to us,such as the motions of our mouth, legs, and arms, but they are also vital to internal organs that are unseen. Muscles, therefore, are very important. The heart is a muscle which pumps blood, and it must function to enable us to live.

5] Technology has changed our lives in such a manner that strenuous physical exertion is no longer a part of our daily lives. Our bodies however, have not changed, as they still need exercise.

5] If you are not already doing so, exercising would be a big step toward physical fitness. Tehre are courses in conditioning for men and women offered at Berwick High School through the Community Education Program. Thereare also many books available on physical fitness. You can also have your own conditioning program at your home.

5] Consider what would happen if ther were no exercise in ones daily routine. a person with no exercise would lose strenght and his or her muscles wold become soft and flabby. Our vital organs wuold not function as well as they should. It would become increasingly difficult for one to perform simple tasks such as tying his or her shoes. Therefore, exercise should be a vital part of everyones daily routine.

ANSWER KEY

APPENDIX K

PHYSICAL FITNESS

There is a definite need for exercise and physical fitness. "If teenagers are to have a long and happy life, something must be done now," says Bonnie Prudden, champion of physical fitness and the author of Teenage Fitness.

Our bodies are more than half muscle, and muscles need exercise. They must be used. If they are not used enough, they deteriorate. Muscles cause all of our body actions. Muscles not only cause the motions that are noticeable to us, such as the motions of our mouth, legs, and arms, but they are also vital to internal organs that are unseen. Muscles, therefore, are very important. The heart is a muscle which pumps blood, and it must function to enable us to live.

Technology has changed our lives in such a manner that strenuous physical exertion is no longer a part of our daily lives. Our bodies, however, have not changed, as they still need exercise.

If you are not already doing so, exercising would be a big step toward physical fitness. There are courses in conditioning for men and women offered at Berwick High School through the Community Education Program. There are also many books available on physical fitness. You can also have your own conditioning program at your home.

Consider what would happen if there were no exercise in one's daily routine. A person with no exercise would lose strength and his or her muscles would become soft and flabby. Our vital organs would not function as well as they should. It would become increasingly difficult for one to perform simple tasks such as tying his or her shoes. Therefore, exercise should be a vital part of everyone's daily routine.

SUPPLEMENTARY MATERIALS

Periodicals

Word Processing. IBM Office Products Division.
Parson's Pond Drive
Franklin Lakes, NJ 07417
Published Monthly.

Word Processing World. Geyer-McAllister Publications, Inc.
51 Madison Avenue
Willow Grove, PA 19091
Published Monthly.

Simulations

Boyce, Betty. *Mercury Systems, Inc.*
Gregg Division/McGraw-Hill Book Company, 1981.
P.O. Box 996
Norcross, GA 30091

Ellis, Bettie. *Word Processing: Concepts and Applications.*
Gregg Division/McGraw-Hill Book Company, 1980.
P.O. Box 996
Norcross, GA 30091

Matthews, Anne L. and Patricia Moody. *The Word Processing Correspondence Secretary--Palmetto Insurance Company*.
South-Western Publishing Company, 1981.
11310 Gemini Lane
Dallas, TX 75229

Preston, Sharon. *Word Processing--What Is It?*
Western Tape, Catalog 1981-82.
P.O. Box 69
Mountain View, CA 94040

Textbooks

All About Automatic Typing Equipment. Willow Grove: International Word Processing Association.
Maryland Road
Willow Grove, PA 19090

Casady, Mona. *Word Processing Concepts*. Cincinnati: South-Western Publishing Company, 1980.
5101 Madison Road
Cincinnati, OH 45227

Hunson, Robert and D. Sue Rigby. Keyboarding for Information Processing. Norcross: Gregg/McGraw-Hill, 1981.
P.O. Box 996
Norcross, GA 30091

Kleinschrod, Walter, Leonard Kruk, and Hilda Turner. Word Processing: Operation, Applications, and Administration. Memphis: Bobbs-Merrill Educational Publications, 1980.
558 Sabine Street
Memphis, TN 38117

Mason, Jennie. Introduction to Word Processing. Memphis: Bobbs-Merrill Educational Publications, 1979.
558 Sabine Street
Memphis, TN 38117

McCabe, Helen and Estelle Popham. Word Processing: A Systems Approach to the Office. New York: Harcourt, Brace, Jovanovich, Inc., 1977.
New York, NY 10022

Myers, Sylvia. Intensified Office Skills: Word Processing. Winters: Winters High School, 1976.
101 Grant Avenue
Winters, CA 95694

Rosen, Arnold and William Hubbard. Word Processing: Keyboarding, Applications and Exercises. New York: John Wiley and Sons, Inc., 1981.
605 Third Avenue
New York, NY 10158

Waterhouse, Shirley. Word Processing Fundamentals. New York: Harper and Row Publishers, 1979.
10 East 53rd Street
New York, NY 10022

Word Processing: VDT Systems. Beverly Hills: Glencoe Word Processing Series, 1981.
Glencoe Publishing Company
8701 Wilshire Boulevard
Beverly Hills, CA 90211

Transparencies

Word Processing. (Transparencies, duplicating master, and teacher's guide) (MV 1400)
Milliken Publishing Company
1100 Research Boulevard
St. Louis, MO 63132

SUPPLEMENTARY MATERIALS continued

Word Processing: Keyboarding Systems (Text-Editors)
(WP-113) National Instructional Systems, Inc., 1981.
P.O. Box 1177
Huntington Beach, CA 92647

RESOURCES

Anderson, Maria A., and Robert W. Kusek. Word Processing Curriculum Guides. Ruston: National Business Education Association. (No date)

Kleinschrod, Walter, Leonard B. Kruk, and Hilda Turner. Word Processing Operations, Applications, and Administration. Indianapolis: Bobbs-Merrill Educational Publishing, 1980.

Scriven, Jolene, et al. National Study of Word Processing Installations in Selected Business Organizations. St. Peter, MN: Delta Pi Epsilon, 1981.

South Carolina State Department of Education. Word Processing. Columbia: Office of Vocational Education, 1977.

UNIT VII

MACHINE DICTATION AND TRANSCRIPTION

INTRODUCTION

Messages, letters, tables, and many other business forms have been traditionally recorded on dictation equipment by the executive and transcribed from the dictation unit by the office worker. However, it is becoming more common for higher level office workers to record responses to routine letters as well as instructions for the transcriptionists on a dictation unit.

Therefore, this unit will not only provide activities that will be aimed at developing the skills office workers will need to become accurate transcriptionists in companies using word processing systems, but also provide students with activities to develop good dictating skills.

COMPETENCIES

1. Operate dictation equipment efficiently and accurately keyboard dictated material, applying good basic language skills.
2. Dictate material clearly for transcription.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Operate dictation equipment efficiently, using proper transcribing techniques.
2. Apply good basic language skills while completing assigned tasks.
3. Keyboard dictated material recorded for transcription with accuracy.
4. Dictate material clearly on a dictation unit for transcription.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given dictated material on recorded media in class, students will be able to exhibit proficiency in the use of speed

control, volume control, voice/tone control, forward/backup control, and index slip. Students will have an acceptable rating on at least 75 percent of the items listed on a checklist.

2. Students will be able to transcribe recorded business letters in various styles, tabulated materials, and other types of messages on a performance test with at least 75 percent accuracy.

3. Given situations in class students will be able to dictate responses using proper techniques with an adequate rating on at least 75 percent of the items listed on a checklist provided.

SUGGESTED INTEREST APPROACHES

1. Have bulletin board displays prepared to begin discussion on this unit.

2. Invite an office worker to explain how the dictating and transcribing machine has increased work productivity.

3. Ask volunteers in the class to present a history of the various dictation and transcription machines in use. Information may be obtained from the various companies which manufacture such machines.

METHODOLOGY

The transcription unit will include training on the transcribing machines and dictation procedures. The students will be involved in activities that will develop good dictation and transcription techniques. Most of the content will be taken from various sources available to the instructor which are described in the resources section.

UNIT OUTLINE

MACHINE DICTATION AND TRANSCRIPTION

I. Operating the Transcribing Machine

   A. Using the transcribing machine
   B. Preparing to transcribe
   C. Listening to dictation
   D. Transcribing efficiently

II. Transcribing Letters

   A. Transcribing letters accurately
   B. Using standard letter placement
   C. Making corrections and proofreading

III. Transcribing Other Office Documents

   A. Setting up tables
   B. Setting up messages of various kinds
   C. Following instructions

IV. Dictating for Transcription

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Given dictated material on recorded media in class, students will be able to exhibit proficiency in the use of speed control, volume control, voice/tone control, forward/back-up control, and index slip. Students will have an acceptable rating on at least 75 percent of the items listed on a checklist.

Subject Matter Content	Learning Activities
Operating the Transcribing Machine	1. Practice operating the transcribing machine, correctly using controls after a teacher demonstration. 2. Prepare a bulletin board depicting a neatly arranged work area ready for transcribing. 3. Evaluate another student's dictation.

---

2. Students will be able to transcribe recorded business letters in various styles, tabulated materials, and other types of messages on a performance test with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Transcribing Letters	1. Use different letter styles to transcribe letters containing varied subject matter. (As students type letters, the teacher will evaluate using a checklist--Appendix A) (Appendix B provides

a suggested schedule of assigned learning opportunities.)

2. Proofread and make corrections on all materials transcribed.
3. Transcribe from student-dictated material.

Transcribing Other Office Documents

4. Transcribe tables in open style.
5. Transcribe tables from student-dictated material.
6. Demonstrate the proper procedure for dealing with special instructions.
7. Transcribe materials that include tables, messages, and interoffice memos.
8. Transcribe a legal message and a message on work rules from commercially prepared tapes. (As students type out messages, the teacher will observe machine operations and point out suggested methods of improvement.)
9. Transcribe messages in paragraph form.

---

3. Given situations in class, students will be able to dictate responses using proper techniques with an adequate rating on at least 75 percent of the items listed on a checklist provided.

Subject Matter Content	Learning Activities
Dictating for Transcription	1. Demonstrate proper dictation procedures. (Appendices C and D)
	2. Compose and dictate correspondence for the situations given in Appendix E.
	3. Transcribe materials dictated in Activity 2.
	4. Complete a checklist for evaluating dictation skills. (Appendix F)

UNIT TEST

MACHINE DICTATION AND TRANSCRIPTION

*This will be a 30-minute transcription test.

Letter 1:	Block style 60-space line Open punctuation
Letter 2:	Modified block style 60-space line Mixed punctuation
Memo:	Use appropriate style

Note: These three projects can be dictated by the teacher for student transcription. The three activities cover letters of various style, tables, and messages. The teacher could choose to use commercially prepared materials instead.

ANSWER KEY

UNIT TEST

LETTER 1

December 1, 1981

Mr. John Doe
Advertising Editor
The Business Papers
Sauk City, WI 53583

Dear Mr. Doe

Thank you for reminding me that it is time for us to reserve space in the February issues of The Business Papers. Please reserve the following for the February issue:

February 1	Half Page	Black Only
February 8	Full Page	Two Colors
February 15	Half Page	Black Only
February 22	Full Page	Full Color

If you follow your normal schedule, you should have the ads ready for us to review in two or three weeks. I am looking forward to our meeting.

Sincerely yours

DOWOODS RANCH

Bob Smith, Manager

BS:aph

ANSWER KEY

UNIT TEST

LETTER 2

Current Date

Lafourche Parish School Board
P.O. Box 879
Thibodaux, LA 70302

ATTENTION: Jeffrey J. LeBlanc

Gentlemen:

The Business Club of Central Lafourche High School will have a booth at the New Orleans Business Show next month.

We are sending you fifty free admission tickets for distribution among your employees. We hope you will encourage them to attend.

From the variety of attractions listed in the program bulletin, you can see that this year's show will be the greatest ever held. The show will be followed by a final presentation at the banquet.

Very truly yours,

Business Club President

SM:aph

Enclosures

ANSWER KEY

UNIT TEST

MEMO

TO: Faculty

FROM: J. J. Jones, Principal

DATE: February 20, 1982

SUBJECT: Individual Pictures

Please have classes report promptly to the gym today for individual pictures. Follow the time schedule placed in your mailbox on February 16, 1982.

Make a list of students who are absent from your class at the time pictures are taken and send this list to the office. These students will have their pictures taken on February 27, 1982.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Grade the messages, letters, and tables which the students transcribe.
- As a test, have the students transcribe materials from commercially prepared tapes or tapes prepared by the teacher.
- Grade the students on material they dictate.

EQUIPMENT AND SUPPLIES

Student

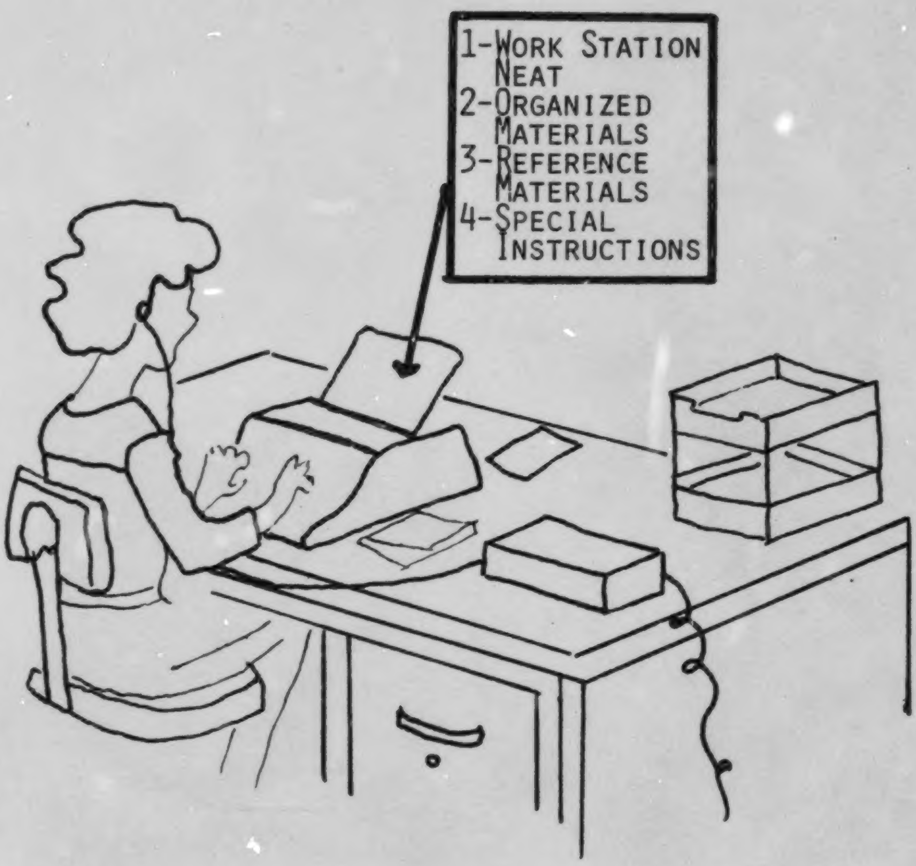
Textbook
Dictation and Transcription Machine
Typewriter
Book Holder
Typing Paper
Eraser
Pencil
Worksheets
Recorded Media

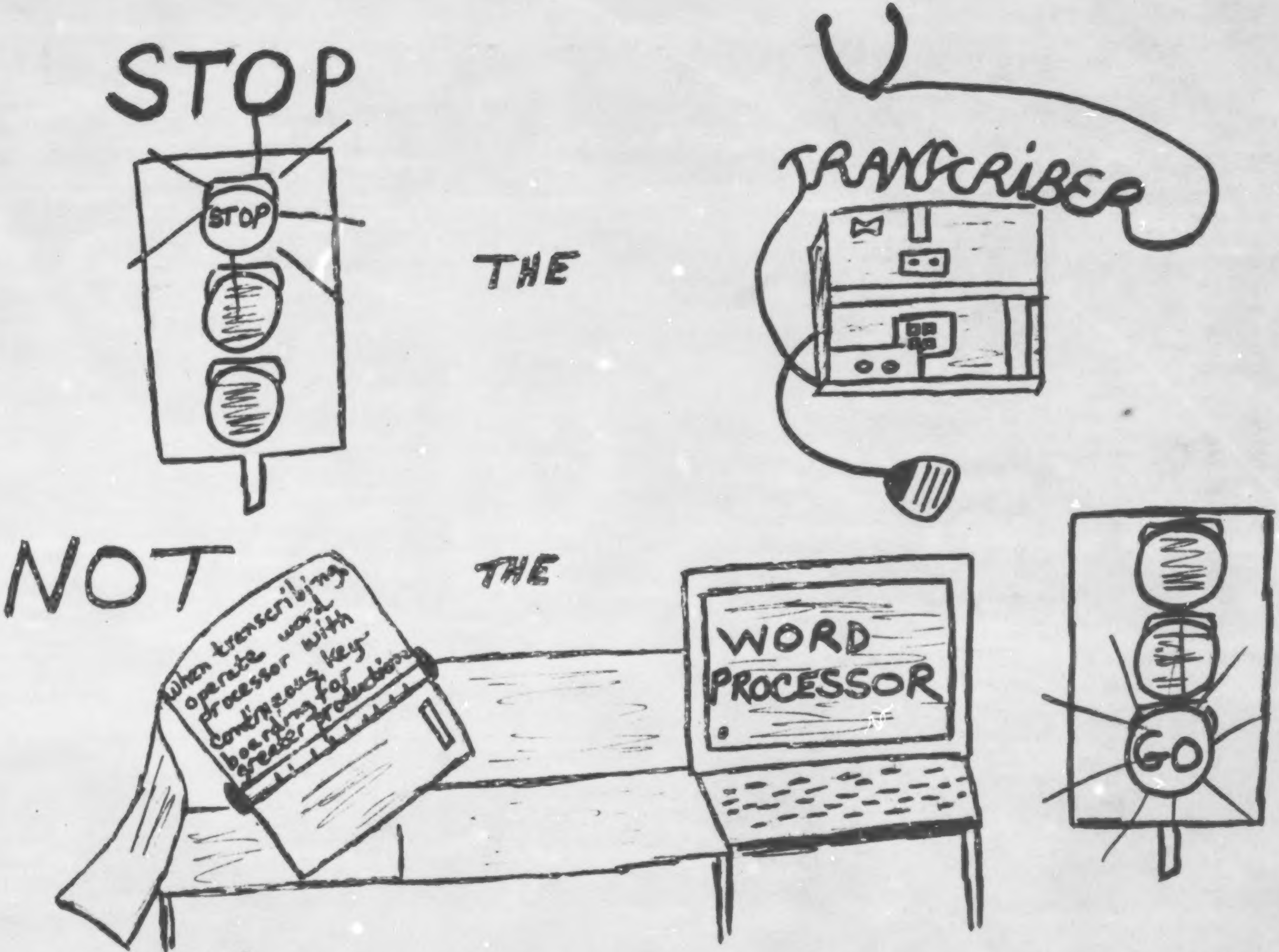
Teacher

Textbooks
Chalk
Overhead Projector
Stapler
Worksheets
Recorded Media

TIPS FOR

EXPERT TRANSCRIPTION


1-WORK STATION NEAT
2-ORGANIZED MATERIALS
3-REFERENCE MATERIALS
4-SPECIAL INSTRUCTIONS


STOP
STOP
THE
TRANSCRIBER
NOT
THE
WORD PROCESSOR
GO

When transcribing operate word processor with continuous keyboarding for greater production

APPENDIX A

CHECKLIST

OPERATING THE TRANSCRIBING UNIT

	Acceptable	Unacceptable
1. Prepare by plugging the transcribing unit into the outlet.	____	____
2. Check foot pedal--connected to the unit. Place the foot pedal on the floor beside your foot.	____	____
3. Check headset--plugged into the unit.	____	____
4. Insert the tape--check to see that the recording is at the beginning of the tape.	____	____
5. Insert index slip or indicator slip into the correct position.	____	____
6. Activate the unit--press down on the foot pedal.	____	____
7. Adjust volume, tone controls and speed controls.	____	____
8. Listen to tape and type. Use the backup as necessary.	____	____
9. Leave paper in machine as you proofread.	____	____
10. As you proofread, keep your foot on the pedal.	____	____
11. Make corrections.	____	____
12. Rewind the tape.	____	____
13. Remove the tape from the machine and store it in its proper place.	____	____

APPENDIX B

SUGGESTED SCHEDULE OF LEARNING OPPORTUNITIES FOR TRANSCRIPTION

Block One:

- Operating the transcribing machine
  - Short letters of various kinds
  - Letters requesting information
  - Letters of account
  - Credit letters
  - Letters for ordering products

Block Two:

- Various letters--order, complaint, accounts, application
  - Letters concerning invoices
  - Letters of advertisement
  - Letters of inquiry
  - Letters of application

Block Three:

- Letters of advertisement
- Letters of credit
- Letters of transmittal and personnel policies

Block Four:

- Tables
- Messages

APPENDIX C

DICTATION PROCEDURE

1. Prepare your machine for dictating.
2. Gather all facts and necessary materials.
3. Put materials to be dictated in order.
4. Outline points to cover.
5. Begin dictating.
    a. Identify yourself.
    b. Identify your correspondence.
6. Dictate clearly.
    a. Enunciate clearly.
    b. Dictate in a conversational style.
    c. After dictating the first paragraph, replay to check for clarity.
7. Indicate instructions.
    a. Identify airmail notations, special delivery, special types of stationery, unusual punctuation, format or spacing.
    b. Spell unusual names, terms, or addresses.
    c. Indicate capitalizations, quotations, and underscores.
    d. Give the signature and title.
    e. Dictate addresses of those to receive carbon copies, enclosures, etc.

APPENDIX D

October 1, 1981

Mr. Michael Jones
A. L. Rollins Company
Suite 404
Plaza Towers
Denver, CO 80302

Dear Mr. Jones:

Thank you for accepting our invitation to speak at our banquet on October 15. We are looking forward to your presentation.

Your brochures describing your new equipment will be on file in our office so our staff can become familiar with this information.

If there is any other way that we can be of help, please let us know.

Sincerely,

Mark Brown
Banquet Chairman

MB:pck

APPENDIX E

SITUATIONS FOR DICTATION

As the Vice-President of the FBLA Chapter at Central Lafourche High School you are in charge of taking care of the following activities:

1. Prepare a memo to the Central Lafourche High School faculty and student body informing them of FBLA Week--February 7-13, 1982. Include a schedule of activities that the FBLA Club will be doing during this week. Encourage students and teachers to take part in these activities. This memo will be distributed to the homeroom teachers for them to read to their homeroom students and post. Be cordial in your memo and thank them for their cooperation. Arrange also to have an announcement made on Monday morning over the P. A. system announcing these activities.

2. You are the Vice-President of the FBLA Chapter and your school is hosting the District Convention scheduled for February 27. You are in charge of recruiting a guest speaker for the convention. Give the speaker some ideas for a topic and ask for a reply as soon as possible so that a program can be planned.

3. Your FBLA Chapter is sponsoring a Bike-A-Thon for the St. Jude Hospital. Parents of three of your members have volunteered to serve as co-chairmen for this event. You need to inform them of the time scheduled for the organizational meeting which is Tuesday, October 6, at 7 p.m. in the Business Department of CLHS Co-chairmen: Geraldine Chiasson, P.O. Box 310; Virginia Martin, Route 1, Box 138; Roy Robichaux, P.O. Box AV. The FBLA advisors and officers will meet with these parents.

4. Your FBLA Chapter is in charge of the District Convention on February 20, 1982. You need to send a letter to the chapters in your district informing them of the schedule of events and asking their help and cooperation during this event. The school address is P.O. Box 89, Mathews, LA 70375. Obtain the addresses of the other schools from an FBLA advisor.

APPENDIX F

DICTATION CHECKLIST

	Yes	No
1. Did you speak in a steady voice?		
2. Was your voice clear?		
3. Did you enunciate properly?		
4. Could you hear word endings?		
5. Did you spell unusual words or names?		
6. Was your dictation free of distracting noises?		
7. Did you dictate at an even pace--not too fast or too slow?		
8. Did you indicate special instructions for:		
a. paragraphs?		
b. punctuation?		
c. tabulation?		
d. addresses?		
e. enclosures?		
f. carbon copies?		

SUPPLEMENTARY MATERIALS

Textbooks

Gonzalez, Jean. *The Complete Guide to Effective Dictation*. Boston: Kent Publishing Company, 1980.

Rosen, Arnold and Rosemary Fielden. *Word Processing*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Stewart, Marie, Frank Lanham, Kenneth Zimmer, Lyn Clark, and Bette Ann Stead. *Business English and Communication*. New York: Gregg Division/McGraw-Hill Book Company, 1978.

Quible, Zane K. and Margaret H. Johnson. *Introduction to Word Processing*. Cambridge: Winthrop Publishers, 1980.

Waterhouse, Shirley A. *Word Processing Fundamentals*. San Francisco: Canfield Press, 1979.

Wolf, Morris Philip, Dale F. Keyser, and Robert R. Aurner. *Effective Communication in Business*. Cincinnati: South-Western Publishing Company, 1979.

Textbooks With Recorded Media

Cornelia, Nicholas J. and William R. Pasewark. *Office Machines Course*. Cincinnati: South-Western Publishing Company, 1979. (Available in cassette)
5101 Madison Road
Cincinnati, OH 45227

Mitchell, William and Patricia Ganser. *Modern Office Dictation*. Mountain View, CA: Western Tape, 1976. (Available in cassette, mini-cassette, and belt)
P.O. Box 69
Mountain View, CA 94040

Western Tape. *New York Transcription Course--Part One*. Mountain View, CA: Western Tape, 1973.
(Part I contains 72 relatively short and simple letters available in cassette, mini-cassette, and belt)
P.O. Box 69
Mountain View, CA 94040

RESOURCES

Cecil, Paula B. Word Processing In The Modern Office, Second Edition. Huntington Beach, CA: The Benjamin/Cummings Publishing Company, 1980.

Cornelia, Nicholas and William Pasewark. Office Machines Course. Cincinnati: South-Western Publishing Company, 1979.

DDC Comprehensive Machine Transcription Course--Teacher's Manual. New York: Dictation Disc Company, 1978.

Gonzalez, Jean. The Complete Guide to Effective Dictation. Boston: Kent Publishing Company, 1980.

International Business Machines. Transcription Skills for Word Processing--Teacher's Guide. Sunnyvale, CA: Great Impressions, 1978.

Jorgensen, Carl E. and June B. Schmidt. "Developing Competency-Based Objectives and Evaluation Methods," NBEA Yearbook. Ruston, VA: National Business Education Association, 1981.

Kupsh, Joyce, et. al. Machine Transcription and Dictation. New York: John Wiley and Sons, Inc., 1978.

Moon, Harry R. "Teaching Word Processing--A Realistic Job-Related Approach," Viewpoints in Business and Office Education. New York: MPC Educational Publishers, 1981.

Schatz, Anne E. and Beverly M. Funk. Transcription Skills for Information Processing: Unit--Incorporating a Sequenced Language Arts Program. New York: McGraw-Hill, Inc., 1981.

Van Hooft, Gordon E. (Director). New York State Machine Transcription Course--Part I. Mountain View, CA: Western-Tape, 1973.

UNIT VIII

PROOFREADING AND EDITING

INTRODUCTION

One of the predictions for the future seen in many publications is that more and more work will be done from the home on a terminal capable of transmitting this information directly to the addressee. This will, of course, result in more emphasis being placed on the origination of accurate copy.

Thus, the purpose of this unit is to involve students in activities that will develop their abilities to proofread and edit copy accurately using proper techniques.

COMPETENCIES

1. Proofread copy accurately.
2. Edit and produce mailable copy.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Demonstrate ability to use the various methods of proofreading.
2. Produce accurate, mailable copy.
3. Apply techniques of editing to transform original ideas into complete, concise copy.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will be able to list and explain the different methods of proofreading with 75 percent accuracy.
2. On a written test, students will be able to identify at least 75 percent of the proofreading symbols correctly.
3. Given a rough draft of a manuscript in class, students will exhibit their ability to choose an acceptable method of proofreading.
4. Given a rough draft of a manuscript in class, students will be able to make the necessary corrections using the appropriate proofreader's symbols with at least 75 percent accuracy. Evaluation may be based on the scale provided.

5. Given a paragraph that contains poor sentence structure, trite phrases, and long and complicated words on a written test, students will be able to write the central idea of the paragraph in a clear and concise style. The students must detect and correct at least 75 percent of the errors.

6. Given a machine dictation assignment in class, students will be able to identify trite expressions and edit the copy producing mailable copy. The scale requiring 75 percent accuracy may be used for the evaluation.

SUGGESTED INTEREST APPROACHES

1. Invite an executive from the community to speak to the class on the importance of producing an accurate copy.
2. Invite a secretary from the community to speak to the class on improving proofreading skills.
3. Have students prepare bulletin board displays showing the necessary skills to proofread accurately.
4. Have students bring newspapers to class to proofread for errors.
5. Have students compose a rough draft letter to the principal of the school on a topic of interest to the students (dress code, bus safety, extracurricular activities, etc.). Have the students exchange papers to proofread and edit.

METHODOLOGY

The purpose of this unit is to involve students in activities that will develop their abilities to proofread and edit copy accurately using proper techniques. Most of the content must be taken from various sources available to the instructor. Many of these sources are listed in the resources section of this unit.

UNIT OUTLINE

PROOFREADING AND EDITING

I. Proofreading Methods
   A. Three-step method
   B. Paper bail method
   C. Angle method
   D. Cooperative method

II. Proofreading Errors
   A. Similar words
   B. Omission of enumerated items
   C. Letters transposition within words

D. Letters added or omitted
E. Errors near margins
F. Line omission
G. Errors at the end of the line
H. Suffixes and word endings
I. Transposition of digits
J. Misspelled names
K. Transpositions in headings and subheadings

III. Proofreading Marks

A. Marks
B. Use

IV. Editing Pointers

A. Ideas expressed clearly
B. Trite phrases identified
C. Wordy statements eliminated

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test, students will be able to list and explain the different methods of proofreading with 75 percent accuracy.

Subject Matter Content	Learning Activities
Proofreading Methods	1. Demonstrate the four methods of proofreading. 2. Compose four paragraphs explaining the four methods of proofreading. Type each paragraph on a separate sheet of paper and use the proofreading method explained to proofread the paragraph. 3. Interview secretaries from the community to determine the most frequently used proofreading method. 4. Discuss in small groups within the class the best method of proofreading and have one member of each group report the group conclusion.

2. On a written test, students will be able to identify at least 75 percent of the proofreading symbols correctly.

Subject Matter Content	Learning Activities
Proofreading Marks	1. Identify proofreading symbols. (Appendices A and B)
	2. Compose a paragraph on the importance of producing an accurate copy. Proofread and insert correct proofreading symbols.
	3. Type a mailable copy of an edited paragraph, making all necessary corrections as indicated by the proofreader's symbols. (Appendix C)

3. Given a rough draft of a manuscript in class, students will exhibit their ability to choose an acceptable method of proofreading.

Subject Matter Content	Learning Activities
Proofreading Errors	1. Prepare examples of proofreading errors. (Work in small groups.)
	2. Review in small groups a copy of the most common proofreading errors. (Appendix D)
Proofreading Marks	3. Proofread and mark correct proofreading symbols using a rough draft manuscript typed by Typing I students. Retype the manuscript choosing an acceptable method of proofreading to produce an accurate copy. (Use dictionary and office manuals as references.)
	4. Type a manuscript from rough draft copy and exhibit a method of proofreading to produce an accurate copy. (This will be graded on a scale provided.) (Appendix E)

4. Given a rough draft of a manuscript in class, students will be able to make the necessary corrections using the appropriate proofreader's symbols with at least 75 percent accuracy. Evaluation may be based on the scale provided.

Subject Matter Content	Learning Activities
Proofreading Errors	1. Compose a paragraph, make the necessary corrections using the appropriate proofreader's symbols, and retype the paragraph in final copy.
	2. React to a presentation given by a secretary in your community on improving proofreading skills.
Proofreading Marks	3. Insert proofreader's symbols on a rough draft manuscript and type a revised copy of the manuscript. (Appendix F)

5. Given a paragraph that contains poor sentence structure, trite phrases, and long and complicated words on a written test, students will be able to write the central idea of the paragraph in a clear and concise manner. The students must detect and correct at least 75 percent of the errors.

Subject Matter Content	Learning Activities
Editing Pointers--ideas expressed clearly	1. Prepare examples of wordy and trite phrases, long and complicated words, and sentences that contain poor sentence structure. (Work in small groups.)
	2. Complete the exercise on wordy and trite phrases and long and complicated words. (Appendix G)
	3. Rewrite poorly written sentences. (Appendix H)
	4. Obtain correspondence from local businesses. In small groups point out poor sentence structure, wordy and trite phrases, and long and complicated words. Edit to produce a concise copy.

5. Write the central idea of the paragraph(s) as clearly and concisely as possible. (Appendix I)

---

6. Given a machine dictation assignment in class, students will be able to identify trite expressions and edit the copy producing mailable copy. The scale requiring 75 percent accuracy may be used for the evaluation.

Subject Matter Content	Learning Activities
Editing Pointers--trite phrases identified	1. Type in a more concise manner wordy and trite statements dictated by the teacher.
	2. Demonstrate steps to follow in machine transcription.
Wordy Statements Eliminated	3. Transcribe materials dictated on recorded media. Type interpretation of the words and phrases dictated using short words or phrases to express the meaning more clearly.
	4. Transcribe materials dictated on recorded media, identify trite expressions, and edit the copy producing mailable copy. Evaluation may be based on a scale provided.

UNIT TEST

PROOFREADING AND EDITING

I. List and explain the four methods of proofreading.

1.

2.

3.

4.

II. Identify each of the following proofreading symbols by matching column A with column B.

COLUMN A
Symbols

_____ 1. There are 24 boxes.?
_____ 2.]Proofreading Marks[
_____ 3. do this today.
_____ 4. There ~~A~~re 24 boxes
_____ 5. Write ⑥ checks.
_____ 6. I am working on ~~my~~ stet research.
_____ 7. He would like~~s~~ it.
_____ 8. This te^s^t is easy.
_____ 9. Today#is Friday.
_____ 10. Typing i s fun.
_____ 11. Where is thier test?
_____ 12. Good Morning.
_____ 13. ⊐They must be in the store.
_____ 14. Type the letter. ¶ Then you will turn it in.
_____ 15. I want to thank you. no ¶ It is important.
_____ 16. ⌈Transcribe⌉ it.
_____ 17. [Do this tomorrow.
_____ 18. Do this tomorrow.
_____ 19. ⌊Transcribe⌋ it.

COLUMN B
Meaning

A. verify accuracy
B. center on typing line
C. indent right, move right
D. move down, lower
E. no new paragraph
F. spell out the circled number or abbreviation
G. capitalize
H. transpose
I. add a space
J. delete, take out
K. insert
L. close up
M. lower case
N. Let the copy stand; ignore the correction
O. start a new paragraph
P. move up, raise
Q. indent left, move left
R. indent five spaces
S. underscore (indicates use of italics in printing)

UNIT TEST

PROOFREADING AND EDITING

III. Write the central idea of the following paragraph as clearly and concisely as possible.

This is to acknowledge receipt of $300 that you owed us. I have received the money and thank you the same. My opinion at this time is that you must pay a charge for sending in your money late. In the event that you cannot be here by noon Tuesday, I beg of you to send your money as soon as possible. Due to the fact that we need the money, kindly reply as soon as it would be possible for you to do so without too much inconvenience. Any and all effort on your part to consider this matter as soon as possible will be really appreciated by all concerned. Kindly advise me if there is anything that I can do in re to this matter.

ANSWER KEY

UNIT TEST

PROOFREADING AND EDITING

I. 1. Three-Step-Method: A. look at material as a picture, B. read orally for meaning, C. read orally for typographical errors and misspelled words.
   2. Paper Bail Method: use paper bail as a ruler to focus on each line.
   3. Angle Method: hold paper at an angle and glance line for line.
   4. Cooperative Method: one person reads aloud, another follows on the final copy.

II. 1. A
   2. B
   3. G
   4. M
   5. F
   6. N
   7. J
   8. K
   9. I
   10. L
   11. H
   12. S
   13. R
   14. O
   15. E
   16. P
   17. Q
   18. C
   19. D

ANSWER KEY

UNIT TEST

PROOFREADING AND EDITING

III. Sample answer.

We have received $300. A late charge is due and immediate payment is urged.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Give a unit test on proofreading and editing.
- Grade students on exhibiting ability to choose an acceptable method of proofreading a rough draft manuscript.
- Grade students on making necessary corrections on a rough draft of a manuscript using the appropriate proofreader's symbols.
- Grade students on writing the central idea of a paragraph clearly.
- Grade students on identifying trite expressions and editing the copy accordingly, producing an accurate copy.

EQUIPMENT AND SUPPLIES

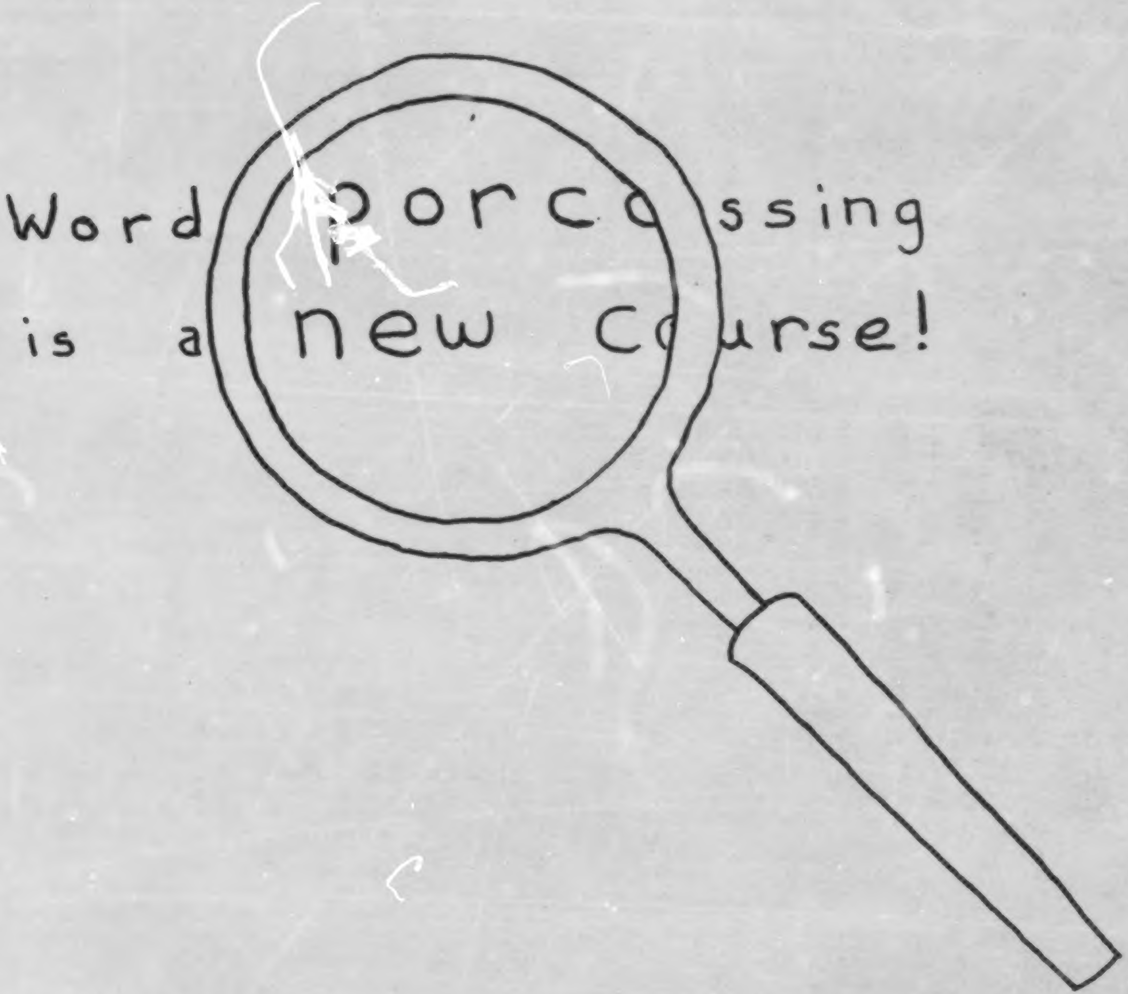
Student

Textbook
Notebook
Instruction Sheets
Dictionary
Office Manual
Typing Paper
Eraser
Ink pen or pencil
Dictaphone

Teacher

Textbook and Manual
Bulletin Board Supplies
Office Manual
Machine Dictation Equipment
Instruction Sheets

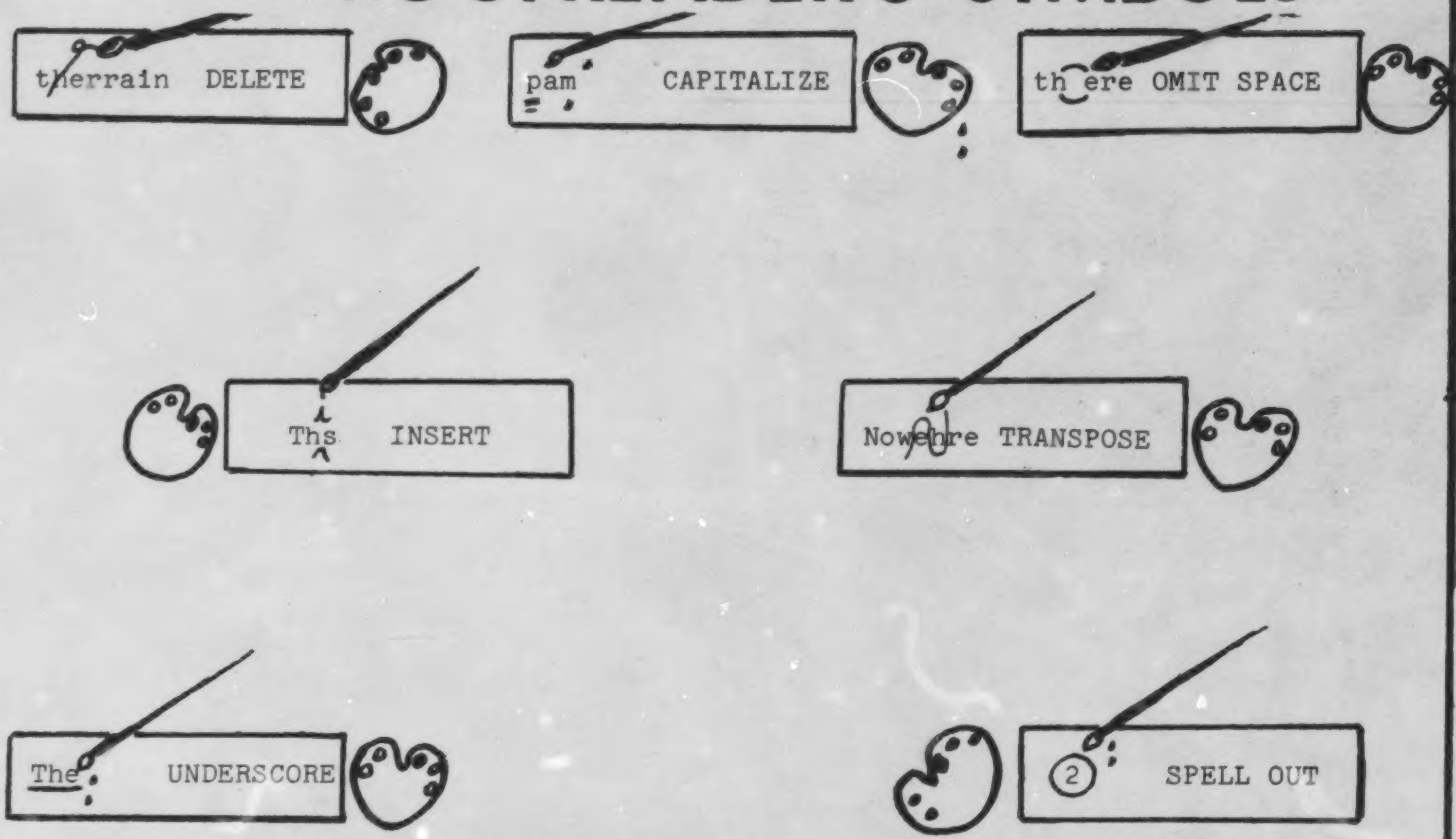
FIND THOSE ERRORS


Word porcessing
is a new course!

1. Misspelled Names
2. Omissions in Long Words
3. Transpositions
4. Omission of an Entire Line
5. Errors at the Bottom of the Page

BRUSH UP ON

PROOFREADER'S SYMBOLS



therrain DELETE

pam CAPITALIZE

th ere OMIT SPACE

Ths INSERT

Nowehre TRANSPOSE

The UNDERSCORE

② SPELL OUT

APPENDIX A

PROOFREADING MARKS

Marking	Meaning	Example
ℓ or ℓ	delete, take out	Traanscrible this tape.
∧	insert	Th∧s copy is correct.
#	add space	Transcribe#this tape.
⁐	close up	Do this n ext.
∿ or tr	transpose	Here is your nxet jbo. tr
/ or lc	lower case	Transcribe This Tape. l.c.
≡	capitalize	transcribe this tape.
stet	let the copy stand; ignore the correction	Transcribe ~~this~~ tape. stet
○	spell out the circled number or abbreviation	Write ⑤ letters. He lives at 501 (1st) St.
¶	start a new paragraph	Transcribe this tape. ¶ Then go on to the next job.
No ¶	no new paragraph	Transcribe this tape. No ¶ It is important.
⊓	move up, raise	Transcribe this tape.
⊔	move down, lower	Transcribe this tape.
[	indent left, move left	[Transcribe this tape.
]	indent right, move right	] Transcribe this tape.
5]	indent five spaces	5] Transcribe this tape.
] [	center on typing line	] Proofreading Marks [
____	underscore (indicates use of italics in printing)	Transcribe this tape.
?	verify accuracy	There are (67) tapes in stock ?

Reprinted from Word Processing: Machine Transcription by Heringer, Lawry, and Kruse, with the permission of Glencoe Publishing Company, Inc.

APPENDIX B

For each of the following proofreading symbols, write the meaning in the corresponding column.

1. ℓ
2. ∧
3. #
4. ⊂
5. ∾
6. /
7. ≡
8. stet
9. ○
10. ¶
11. no ¶
12. ⊓
13. ⊔
14. ⊏
15. ⊐
16. 5⊐
17. ⊐ ⊏
18. —
19. ?

APPENDIX B

ANSWER KEY

1. delete
2. insert
3. add space
4. close up
5. transpose
6. lower case
7. capitalize
8. ignore the correction
9. spell out
10. start new paragraph
11. no new paragraph
12. move up
13. move down
14. move left
15. move right
16. indent 5 spaces
17. center on typing line
18. underscore
19. verify accuracy

APPENDIX C

INTERPRETING PROOFREADING SYMBOLS

The following paragraph has been corrected using proofreading symbols. On this page, retype the paragraph as it should look using a 60-space line. Make all corrections as you are typing.

BE CLEAR AND CONCISE

Have you evr recieved a messages t hat you did not understand?
Did you feel confused, or may be a little angry? What really
keptthe message form being clear? Was Something left unsaid?
"Meet me at 10 o'clock next Friday," Susan writes, but Susan
doesn't tell you where to meet her; So her message is not
clear because it is not complete.

you can see that completeness contributes to clarity
in letter writing, that a clearly written message is vital
if your letter is to acheive its purpose.

With the cost of today's business letters running between
? $6 and $15, it is necessary tomake the first letter get the
job done successfully.

APPENDIX C

ANSWER KEY

BE CLEAR AND CONCISE

Have you ever received a message that you did not understand? Did you feel confused or maybe a little angry? What really kept the message from being clear? Was something left unsaid? "Meet me at ten o'clock next Friday," Susan writes, but Susan doesn't tell you where to meet her; so her message is not clear because it is not complete.

You can see that completeness contributes to clarity in letter writing, a clearly written message is vital if your letter is to achieve its purpose.

With the cost of today's business letters running between $6 and $15, it is necessary to make the first letter get the job done successfully.

APPENDIX D

COMMON PROOFREADING ERRORS

Similar words	then, than of, or, on those, these
Enumerated items omission	51, 52, 54, 55 d, e, g, h
Transposition of letters	receive, recieve the, teh now, nwo
Letters added or omitted	through, though right, rigt then, theen
Errors near margins	now is the time for al god men to come to teh
Line omission	Centering the problem is done by centering it vertically and going down to that line before beginning to type. Centering the problem is done by going down to that line
Errors at the end of a line	(because the eye is tired or reading too fast at the end of each line)
Suffixes and word endings	types, typed reaches, reached
Transposition of digits	45, 54 1981, 1891
Misspelled names	Arcement, Arcemeaux Hebert, Herbert
Transposition in headings and subheadings	Interpretation, Interpretion Development, Developement

APPENDIX E

WHITE COLLAR PRODUCTIVITY

5 The decline of productivity in teh United States is now a growingconcern. The nation's businesss and political leaders will have to reveres the process or the countyr will have to suffer unpleasant consequences. Workers produce goods and services. But in the business-political hirarchy whichbody of people occupies the position most directly affecting worker productivity? The most crucial area of any organized activity is management. What is management's relatoinship to productivity andhow has management failed? historically the major portion ofthe United States' workforce hasbeen Blue-colar, but a change from a blue-collar to a white-collar work force has occurred. Studies indicate that by the middle of the "80's" white-collar workers will constitute approximately half of all employment in the nation. While improving productivity has always been an impotrant objective of managment at the manufacturing level, white-collar productivity has often been ignored. But in today's problem-riddled office enviornment, management has a mandate to search for ways to increase office production.

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*Reprinted by permission of Sallye S. Benoit and Betty A. Kleen from a paper presented to the Louisiana Academy of Sciences.

APPENDIX E

ANSWER KEY

WHITE COLLAR PRODUCTIVITY

The decline of productivity in the United States is now a growing concern. The nation's business and political leaders will have to reverse the process or the country will have to suffer unpleasant consequences. Workers produce goods and services. But in the business-political hierarchy, which body of people occupies the position most directly affecting worker productivity? The most crucial area of any organized activity is management.

What is management's relationship to productivity and how has management failed? Historically, the major portion of the United States' work force has been blue-collar, but a change from a blue-collar to a white-collar work force has occurred. Studies indicate that by the middle of the "80s" white-collar workers will constitute approximately half of all employment in the nation. While improving productivity has always been an important objective of management at the manufacturing level, white-collar productivity has often been ignored. But in today's problem-riddled office environment, management has a mandate to search for ways to increase office production.

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APPENDIX F

MALE SECRETARIES

The female secretary isa rather new addition to the office scene. Oelrich (1968), Rider (1966), and Dowling (1977) reported onthe centuries of mal dominance in the feild. Many famous historical figures have had male secretaries, from biblical times through early colonial times.

Rider (1966) tracced the history of malestenographers in the United States and found their training and employment to be extensive prior to 1900 and nominal since that date. Male stenographers were employed in newspaper offices, recorded government proceedings, covered conventionsand conferences, and worked as court stenographers.

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*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Diss. University of Kentucky, 1981, pages 24-25.

APPENDIX F

ANSWER KEY

MALE SECRETARIES

The female secretary is a rather new addition to the office scene. Oelrich (1968), Rider (1966), and Dowling (1977) reported on the centuries of male dominance in the field. Many famous historical figures have had male secretaries, from biblical times through early colonial times.

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*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Diss. University of Kentucky, 1981, pages 24-25.

APPENDIX G

WORDY AND TRITE PHRASES

Directions: Give a preferable response for each of these examples.

TO BE AVOIDED

Acknowledge receipt of ______________________________

Please advise us of the action ______________________________

We are in receipt of your check for $3.00. ______________________________

You will hear from us at an early date ______________________________

My opinion at this time ______________________________

Attached hereto is the ______________________________

I beg you ______________________________

Due to the fact that our school ______________________________

Enclosed please find ______________________________

In re to the rate you charge ______________________________

Kindly let me know ______________________________

In the event that you cannot be here by noon ______________________________

Our check in the amount of ______________________________

I am taking the liberty of sending ______________________________

I have received the money and thank you the same ______________________________

LONG AND COMPLICATED WORDS

Directions: Substitute simpler words.

HIGH SOUNDING (LONG WORDS)

acquaint ______________________
assistance ______________________
commence ______________________
demonstrate ______________________
endeavor ______________________
facilitate ______________________
modification ______________________
prior to ______________________
sufficient ______________________
terminate ______________________

POOR SENTENCE STRUCTURE

Directions: Rewrite the following sentences.

Wrong: Turning the corner, the school came into view.

Wrong: Driving up the road, several policemen were seen.

Wrong: Packed for mailing, you must send the book.

Wrong: By working hard, his accuracy increased.

Wrong: There was an animal in the cage that kept jumping.

Wrong: The book is about a disease that I borrowed.

Wrong: She told me frequently to practice typing.

APPENDIX G

ANSWER KEY

WORDY AND TRITE PHRASES

TO BE AVOIDED	PREFERABLE
Acknowledge receipt of	Thank you for
Please advise us of the action	Please let us know
We are in receipt of your check for $3.00.	Thank you for your check for $3.
You will hear from us at an early date.	I will write you soon
My opinion at this time	I think
Attached hereto is the	Attached is the
I beg you	I request
Due to the fact that our school	Because our school
Enclosed please find	Enclosed is
In re to the rate you charge	I believe the rate you charge
Kindly let me know	Please let me know
In the event that you cannot be here by noon	If you cannot be here by noon
Our check in the amount	Our check for
I am taking the liberty of of sending	I am sending
I have received the money and thank you the same	Thank you for your letter.

LONG AND COMPLICATED WORDS

HIGH SOUNDING (LONG WORDS)	SIMPLE (SHORT WORDS)
acquaint	tell or show
assistance	help
commence	begin
demonstrate	show
endeavor	try
facilitate	make easy
modification	change
prior to	before
sufficient	enough
terminate	end

APPENDIX G

ANSWER KEY continued

POOR SENTENCE STRUCTURE

Wrong: Turning the corner, the school came into view.
Right: Turning the corner, I saw the school come into view.

Wrong: Driving up the road, several policemen were seen.
Right: Driving up the road, we saw several policemen.

Wrong: Packed for mailing, you must send the book.
Right: You must send the book when it is packed for mailing.

Wrong: By working hard, his accuracy increased.
Right: By working hard, he increased his accuracy.

Wrong: There was an animal in the cage that kept jumping.
Right: There was an animal that kept jumping in the cage.

Wrong: The book is about a disease that I borrowed.
Right: The book that I borrowed is about a disease.

Wrong: She told me frequently to practice typing.
Right: She frequently told me to practice typing.

APPENDIX H

WRITING SENTENCES CLEARLY

Rewrite the following sentences, providing the information that will make each sentence clear and concise.

1. Please let us know what you want, and we will come to a decision soon.

2. It is obligatory that you confirm this outstanding indebtedness and that you mail your remittance.

3. Please send me a pair of the shoes advertised in The Times Picayune last Sunday.

4. I am writing this letter for the purpose of requesting the booklet entitled "Tomorrow's Secretary."

5. The letter in connection with yesterday's fire, was sent to my lawyer.

6. We take great pleasure to inform you that Central beat Bourgeois last Friday.

7. We have yours of the 4th of April stating that you are not satisfied with your new typewriter.

8. A check in the amount of $10.50 is enclosed.

9. I will call you for the purpose of setting up an interview next week.

10. In re to the issue we spoke about yesterday, my opinion at this time is that I do not want to get involved in the lawsuit.

APPENDIX H

ANSWER KEY

1. We will make a decision as soon as we know what you want.
2. Please send your check for the amount owed.
3. Please send the shoes marked on the enclosed advertisement.
4. Please send the booklet entitled "Tomorrow's Secretary."
5. My lawyer has been informed about yesterday's fire.
6. Bourgeois was victorious over Central last Friday.
7. We received your letter of April 4 expressing your dissatisfaction with your new typewriter.
8. A check for $10.50 is enclosed.
9. I will call you next week to arrange an interview.
10. I do not wish to get involved in the lawsuit we discussed yesterday.

APPENDIX I

Directions: Write the central idea of the paragraph(s) as clearly and concisely as possible.

Attached hereto is our check in the amount of $1,404.76. This check will cover the last invoices that we received from your company last month. The first invoice was for $722.81. The second invoice was for $755.88 and I have taken a 5 percent discount on this merchandise.

Also, please find a copy of our new information bulletin which deals with our new HQA cleaning product. Please be advised that the new HQA cleaning product will be packaged in pint sizes and in quart sizes. I am taking the liberty of sending you a sample of the new HQA cleaning product under separate cover.

APPENDIX I

ANSWER KEY

SAMPLE ANSWER:

Our check for $1,404.76, covering invoices for $722.81 and $755.88 less a 5% discount is enclosed.

A bulletin on the HQA cleaner that comes in pint and quart sizes is also enclosed. A sample is also being mailed to you.

SUPPLEMENTARY MATERIALS

Cassettes

Proofreading by Sharon Preston.
Western Tape, 1981-1982 Catalog.
P.O. Box 69
Mountain View, CA 94040

Duplicating Masters

Proofreading Practice by Ralph Ruby.
Business Education, 1981 Catalog.
Business Education Services
P.O. Box 802
Culver City, CA 90230

Rough Draft Typing Practice by Ralph Ruby
Business Education, 1981 Catalog.
Business Education Services
P.O. Box 802
Culver City, CA 90230

Simulation

Mercury Systems, Inc. by Betty Boyce.
McGraw Hill Book Company, 1981.
P.O. Box 996
Norcross, GA 30091

Sound-Slide Sets

Techniques for Proofreading and Making Corrections
MPC Educational Publishers, 1981 Catalog.
3839 White Plains Road
Bronx, NY 10467

Textbooks

Preston, Sharon. Creating Your Own Business Communication.
Western Tape, 1981-1982 Catalog.
P.O. Box 69
Mountain View, CA 94042

Vik, Dr. Gretchen. Basics of Business Communication.
Western Tape, 1981-1982 Catalog.
P.O. Box 69
Mountain View, CA 94042

Text-Workbooks

Developing Proofreading Skills by Sue C. Camp.
Gregg/McGraw-Hill Book Company
P.O. Box 996
Norcross, GA 30091

Proofreading Precision by Jones and Kane.
South-Western Publishing Company
11310 Gemini Lane
Dallas, TX 75229

Transparencies

Word Processing MV1400 Series
Miliken Publishing Company (no date)
1100 Research Boulevard
St. Louis, MO 63132

RESOURCES

Camp, Sue E. Developing Proofreading Skills. New York: Gregg Division/ McGraw-Hill Book Company, 1980.

A Guide to Grammar and Word Usage. Mountain View, CA: Western Tape, 1977.

A Guide to Punctuation, Capitalization, Number Typing and Word Division. Mountain View, CA: Western Tape, 1975.

Howard, Janet. "Teaching Proofreading for Information/Word Processing." Business Education Forum, May, 1981, pages 11-12.

Jones and Kane, Proofreading Precision. Cincinnati: South-Western Publishing Company, 1982.

Kupsh, Joyce, et. al. Machine Transcription and Dictation. New York: John Wiley and Sons, Inc., 1978.

McLean, Gary, Patricia Kranz and John Magnum "Identifying Form Errors in Production Typing." Business Education Forum, October, 1980, pages 16-17.

Moon, Harry. "Teaching Word Processing . . . A Realistic Related Approach." Viewpoints in Business and Office Education, February, 1981.

Preston, Sharon. Proofreading. Mountain View, CA: Western Tape, 1977.

Stuart, Marie N. Business English and Communication. New York: Gregg Division/McGraw-Hill Book Company, 1978.

Transcription Skills for Word Processing. IBM Executary Dictation Equipment. Mountain View, CA: IBM Corporation, 1979.

Word Processing Curriculum Guide. Columbia, SC: Department of Education, 1979.

UNIT IX

RECORDS MANAGEMENT AND REPROGRAPHICS

INTRODUCTION

The capabilities of storing, retrieving, and reproducing documents is a very important part of the word processing system. Because of the trend toward storing information electronically, the problem of storing too much information must be considered. Therefore, the content of the documents must be carefully considered when making a decision to store. The methods of retrieval should be scrutinized and the method of reproduction evaluated.

The purpose of this unit is to promote the importance of using good judgment in determining what is to be stored, how it is to be retrieved, and how it is to be reproduced.

COMPETENCIES

1. Demonstrate different methods of reproducing documents.
2. Operate and maintain duplicating equipment.
3. Store, charge-out, and plan for retention of records.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Choose the appropriate method of reproducing documents.
2. Operate the various types of copying and duplicating equipment.
3. Maintain and care for the reproducing equipment.
4. Classify records to be stored according to their usability.
5. Determine when micrographics should be used.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given a list of documents and number of copies to be reproduced on a written test, students will be able to choose the acceptable method(s) with 75 percent accuracy.

2. Given assignments in class, students will be able to complete the assignments using each type of reprographic equipment. Copies will be evaluated for a minimum of 75 percent accuracy on a checklist provided.

3. Given situations in class, students will be able to explain and demonstrate the procedure to follow in maintaining and caring for the reprographics equipment with at least 75 percent accuracy.

4. Given a list on a written test, students will be able to index and code each using any of the various methods of filing with 75 percent accuracy.

5. Given a list of steps to follow in class for a charge-out system, students will be able to complete the list with 75 percent accuracy.

6. Given a list of records in class, students will be able to indicate the retention value of these records with 75 percent accuracy.

7. Given a list of filing equipment and supplies on a written test, students will be able to describe them with 75 percent accuracy.

8. On a written test, students will be able to define microfilm and microfiche with 75 percent accuracy.

9. Given in class a list of documents to be retained permanently, students will be able to indicate which type of micrographics should be used with 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Plan a field trip to a local office machines center where students can see the various copiers and reproducing machines demonstrated.

2. Ask a representative from the office machines center to speak to the class about the use of the various machines.

3. Collect brochures of various reproducing equipment. Discuss the outstanding features of each.

4. Make a list of advantages and disadvantages of each method of reproducing and display this list on a flannel board.

5. Prepare a bulletin board from brochures of reproducing equipment.

METHODOLOGY

This unit can be taught using a combination of methods. Students will be made aware of the new and various types of equipment by displaying posters and pamphlets. Demonstration of the equipment available at the school will help students to become proficient, not only in their operation, but also in making economical decisions about which equipment to use. Lecture and class discussions can be used for records management content.

UNIT OUTLINE

RECORDS MANAGEMENT AND REPROGRAPHICS

I. Reprographics

   A. Definition
   B. Methods
      1. carbon copy
      2. copier
      3. duplicator
      4. word processing typewriter
   C. Care of equipment

II. Records Control and Retention

   A. Filing systems
      1. alphabetic
      2. numeric
      3. subject
      4. geographic
      5. chronological
   B. Charge-out system
      1. tasks involved
         a. requisitioning of filed document
         b. recording charge on log sheets
         c. following up on unreturned document
      2. forms used
         a. requisitioning form
         b. out guides
   C. Saved or purged documents
      1. classification according to value
         a. permanent
         b. temporary
      2. destruction of temporary files
         a. identification of purged documents
         b. steps to remove from magnetic media
   D. Filing equipment
      1. vertical files
      2. magnetic media storage equipment
         a. disk
         b. cassettes
         c. cards

III. Micrographics

   A. Definition
   B. Types
      1. microfilm
      2. microfiche

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C. Advantages
D. Disadvantages

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Given a list of documents and number of copies to be reproduced on a written test, students will be able to choose the acceptable method(s) with 75 percent accuracy.

Subject Matter Content	Learning Activities
Reprographics	1. Identify reprographics equipment shown on posters and pamphlets. 2. Identify methods of reprographics. 3. Make a list of advantages and disadvantages of each method of reprographics. 4. Indicate which method should be used in each of the listed items to be reproduced, considering the advantages and disadvantages of each reprographics method. (Appendix A) 5. Display samples of reproduced material and identify method used for each.

---

2. Given assignments in class, students will be able to complete the assignments using each type of reprographic equipment. Copies will be evaluated for a minimum of 75 percent accuracy on a checklist provided.

Subject Matter Content	Learning Activities
Reprographics	1. Type a business letter with an accompanying enclosure. (Appendices B and C) 2. Reproduce copies by using each method available: a. carbon copy b. stencil duplicator

    c. fluid duplicator
    d. offset printing
    e. magnetic card typewriter
    f. word processing equipment
    g. other

3. Practice operating machines before reproducing the assigned tasks.

4. Make a checklist of steps involved in the operation of the reprographic machines used in the preceding activities.

5. Exchange copies prepared in the preceding activities and evaluate using the checklist provided. (Appendix D)

---

3. Given situations in class, students will be able to explain and demonstrate the procedure to follow in maintaining and caring for the reprographics equipment with at least 75 percent accuracy.

Subject Matter Content

Care of Equipment

Learning Activities

1. Clean typewriter and change ribbon, following directions in manual.

2. Demonstrate how to load and unload, change paper size, and run copies on both sides of the paper on a copier.

3. Open copier to remove paper that may stop the operation of the machine.

4. Clean the drums of stencil and spirit machines, attach fluid cans, check and add ink or fluid, and clean pads.

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4. Given a list on a written test, students will be able to index and code each using any of the various methods of filing with 75 percent accuracy.

Subject Matter Content

Filing Systems

Learning Activities

1. Review the basic rules for filing alphabetically, geographically,

numerically, and by subject from a basic filing textbook. (Small group activity)

2. Index and code a list of names, addresses, and telephone numbers of businesses alphabetically, geographically, numerically, and by subject. (Appendix E)

---

5. Given a list of steps to follow in class for a charge-out system, students will be able to complete the list with 75 percent accuracy.

Subject Matter Content	Learning Activities
Charge-out System--tasks involved, forms used	1. Define the terms requisition, charging, canceling, and follow-up. 2. Write a short report on how the above terms relate to the procedures for borrowing from the files. 3. Prepare a sample of a requisition card/out guide with a pocket and a sample of a requisition card/out guide with printed lines. 4. Prepare a sample of a requisition sheet and an out sheet. 5. Borrow materials from a teacher-prepared file and complete a charge-out.

---

6. Given a list of records in class, students will be able to indicate the retention value of these records with 75 percent accuracy.

Subject Matter Content	Learning Activities
Saved or Purged Documents	1. Survey local businesses to determine what types of records they retain. 2. Make a list of records retained at home.

3. Discuss the factors affecting the retention period of records. (Small group activity)
4. Make a list of records that need to be retained in a business office.
5. Indicate from a list of records the length of time the records should be retained.

7. Given a list of filing equipment and supplies on a written test, students will be able to describe them with 75 percent accuracy.

Subject Matter Content	Learning Activities
Filing Equipment and Supplies	1. Collect pictures of filing equipment and supplies from office supply stores, magazines, etc. 2. Prepare a bulletin board of filing equipment and supplies used primarily in offices with word processing systems in use. 3. Describe the kinds of filing equipment and supplies used in a word processing center in a short presentation to the class.

8. On a written test, students will be able to define microfilm and microfiche with 75 percent accuracy.

Subject Matter Content	Learning Activities
Micrographics	1. Write a definition of microfilm and microfiche. 2. Collect samples and brochures of various micrographic media. 3. Prepare a bulletin board displaying brochures collected.

---

9. Given in class a list of documents to be retained permanently, students will be able to indicate which type of micrographics should be used with 75 percent accuracy.

Subject Matter Content	Learning Activities
Micrographics	1. Prepare a list of advantages and disadvantages of using various forms of micrographics. 2. Determine which method of micrographics should be used for each document on a list of permanent files. 3. Interview local businesses to determine types of micrographics used in the company.

UNIT TEST

RECORDS MANAGEMENT AND REPROGRAPHICS

A. Directions: On the checklist below, indicate by check mark(s) the acceptable method(s) of reprographics to be used in each situation.

	Carbon Copy	Duplicating	Copier	WP Typewriter
500 Sales promotion letters				
1000 Employee evaluation forms				
1 Collection letter to a customer				
20 Memos to department heads				
10 Agendas of weekly meeting				
2000 Letterheads				
150 Employees' safety manuals				
300 Company newsletter				
50 Personnel application forms				
75 Annual stockholders' reports				

B. Directions: In each of the following, circle the key indexing unit:

1. R. L. McElroy
2. United Methodist Church
3. University of Illinois
4. Lee M. Da Costa
5. Dr. S. C. Lemoine
6. South-Eastern Company
7. Tim Carter-Smith
8. Mary O'Connell

C. Directions: In the previous section (Section B), underline the second indexing unit.

D. Directions: List the following names in the proper geographical order in which they should be written by placing the number 1, 2, 3, etc. before the names.

1. Lakeside Bus Lines, 149 Carter Road, Philadelphia, PA
2. L-A Rubber Products, 98 Central Avenue, Chicago, IL

UNIT TEST continued

3. Lake Side Trailers, 900 Bush Avenue, Reading, PA
4. La Salle Theater, 231 West Lake Street, Los Angeles, CA
5. LAR Drugs, Inc., 1306 Vine Street, Cincinnati, OH
6. Lasala, Trent & Lynch, 48 Indiana Avenue, New York, NY

E. Directions: Define or describe each of the following terms.

1. microfilm-

2. microfiche-

3. drawer files-

4. guides-

5. folders-

6. lateral file-

7. tab-

8. diskette and mini diskette flip file-

9. diskette and mini diskette desk file-

UNIT TEST

ANSWER KEY

RECORDS MANAGEMENT AND REPROGRAPHICS

A.

	Carbon copy	Duplicator	Copier	WP Typewriter
500 Sales promotion letters				
1000 Employee evaluation forms				
1 Collection letter to a customer				
20 Memos to department heads				
10 Agendas of weekly meeting				
2000 Letterheads				
150 Employees' safety manuals				
300 Company newsletters				
50 Personnel application forms				
75 Annual stockholders' reports				

B.
1. R. L. McElroy
2. United Methodist Church
3. University of Illinois
4. Lee M. Da Costa
5. Dr. S. C. Lemoine
6. South-Eastern Company
7. Tim Carter-Smith
8. Mary O'Connell

D.
5 1.
2 2.
6 3.
1 4.
4 5.
3 6.

E.
1. microfilm--a records storage technique whereby records are photographed in reduced size and kept on strips or rolls of films

2. microfiche--a records storage technique whereby records are photographed in reduced size and stored on cards

3. drawer files--traditional files used for index cards, punched cards, and letter-sized papers in sizes from one to six drawers

4. guides--rigid divider used in files to denote sections of the file

ANSWER KEY continued

5. folder--a piece of heavy manila paper creased approximately in half with the back being higher than the front

6. lateral file--a side-open file cabinet

7. tab--an extention above the guide or folder upon which the caption appears

8. diskette and mini diskette flip file--a vinyl binder that may be stored in a drawer or on a shelf or open for fingertip reference

9. diskette and mini diskette desk file--a binder that accommodates only one or two diskettes kept at the secretary's desk

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class participation
- Reproduction copies and machine operation
- Unit test

EQUIPMENT AND SUPPLIES

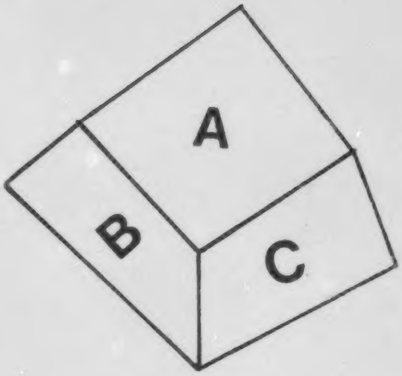
Student

Textbook
Notebook
Reproduction Evaluation Sheet
Index cards
Carbon sheets
Ditto masters
Stencils
Correcting supplies
Folders

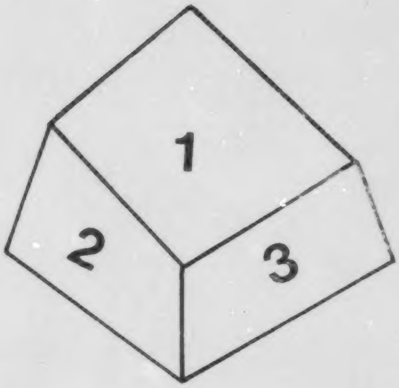
Teacher

Textbook and Manual
Bulletin Board Supplies
Reproduction Evaluation Sheets
Index cards
Carbon sheets
Ditto masters
Stencils
Correcting supplies
Folders

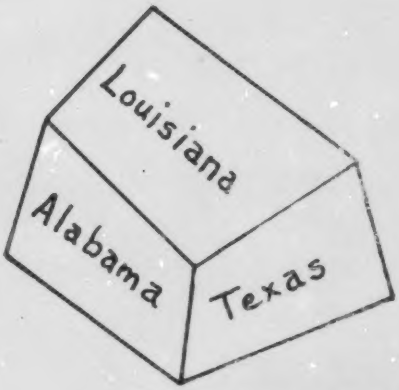
FILE IT RIGHT!



Alphabetical



Numerical

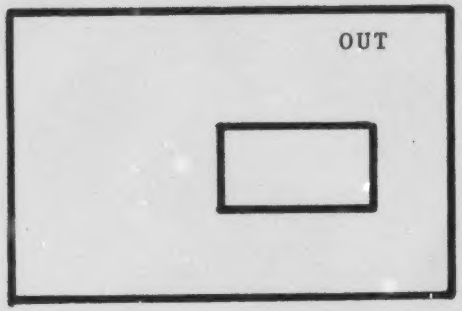

Louisiana
Alabama
Texas

Geographical

DON'T FORGET!

"CHARGE" IT

ON YOUR



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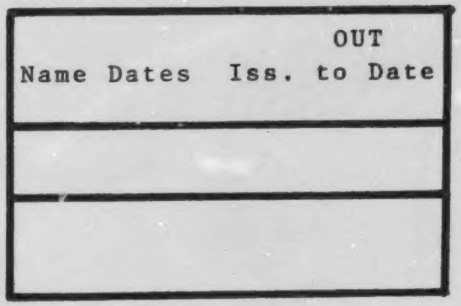
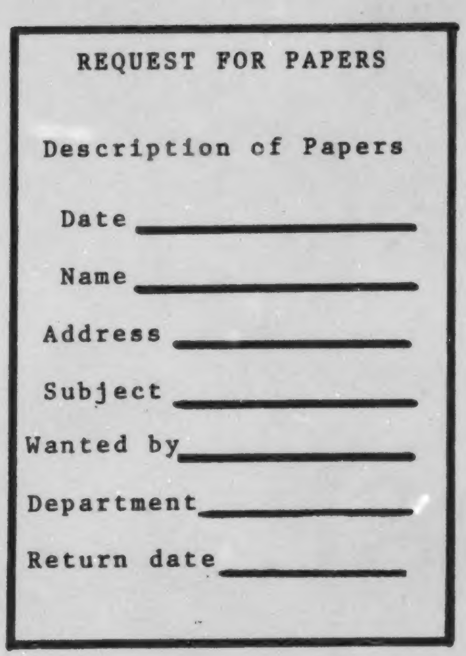


OUT

Name	Dates	Iss. to	Date



REQUEST FOR PAPERS

Description of Papers

Date ____________

Name ____________

Address ____________

Subject ____________

Wanted by____________

Department____________

Return date____________

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APPENDIX A

Materials and Number of Copies to be Reproduced

	Carbon Copy	Duplicating	Copier	WP Typewriter
Tax returns 2				
Letter to a customer 1				
Advertising contract 2				
Interoffice memorandum 20				
Financial report 100				
Research paper 3				
Drawings of an expansion project 50				
Programs 500				
Application for leave of absence form 1000				
Memo of calls form 5000				
Office procedures manual 30				

*Acceptable answers--Actual answers will vary with individual company policy.

October 12, 1981

Mr. Ronald Smith, Jr.
Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

Dear Mr. Smith

For the past three years, I have served as Chairman for United Givers in Baton Rouge. Again, I have the honor of being the Chairman of United Givers' Fund 1981.

May I take this opportunity to tell you how much I appreciated the cooperation I received from you and your staff last year during our drive. I would like to invite you and your staff to participate again this year.

The enclosed table shows very dramatically the pledges and contributions we received from your department.

I feel sure everyone will want to give to a worthy organization that touches the lives of so many.

Thank you for your cooperation.

Sincerely

Linda Gray, Chairman
United Givers' Fund

pk

Enclosure

APPENDIX C

UNITED GIVERS' FUND

Department of Education

Department	Number of Persons	1980 Contribution
Elementary Education	28	$ 210.00
Secondary Education	18	165.00
Vocational Education	10	143.00
Migrant Education	4	47.00
Special Education	22	310.00
Veterans' Education	6	125.00
Total	88	$1,010.00

APPENDIX D

EVALUATION CHECKLIST

	GOOD	FAIR	POOR
Planning	____	____	____
Placement	____	____	____
Corrections	____	____	____
Quality of Copy	____	____	____
Proofreading	____	____	____
Operation of Machine	____	____	____

George, John III
2915 Dalovin Avenue
Baton Rouge, LA 70798
504 743-8725

Chamber of Commerce
1257 Florida Boulevard
Baton Rouge, LA 70804
504 356-1920

Chief Engineer
Safety Division
Louisiana State Highway Department
Baton Rouge, LA 70819
504 249-7816

McDonough #35
4921 Carter
New Orleans, LA 70122
504 429-2836

St. Francis Xavier Catholic Church
900 Daspit Street
Alexandria, LA 71301
318 638-4920

University of Southwestern Louisiana
700 College Drive
Lafayette, LA 70775
318 351-1410

Arthur D. Smith
621 Grant Street
Shreveport, LA 70109

U.S. Marshal
Justice Department
Federal Building
Alexandria, LA 71301

Clark-False College
Jackson, MS 74322

First National Bank of
Lecompte
Fourth and Vine Street
Lecompte, LA 70123
318 283-6204

LeRouse Antiques
128 Court Street
Opelousas, LA 70570
318 347-8215

Gladys' Beauty Salon
412 Lee Street
Baton Rouge, LA 70805

Pat the Tailor
435 Main Street
Baton Rouge, LA 70804
504 642-8111

Bon Marche's Merchants Assn.
17200 Florida Boulevard
Baton Rouge, LA 70819
504 479-5182

Citizens National Bank &
Trust Company
Crowley, LA 70415
318 537-2072

Alexandria Water Company
745 Third Street
Alexandria, LA 71310
318 246-2266

Laurel McNeil & Sons
1220 Crawford Avenue
Delhi, LA 71604
318 478-9215

Jerry MacNeil
128 Butler
Chicago, IL 60721
402 678-1339

SUPPLEMENTARY MATERIALS

Filmstrips w/Cassettes

Distribution and Retention. PX1044
(2 Filmstrips, 2 Cassettes)
Career Aids, Inc., 1982 Catalog
8950 Lurline Avenue
Chatsworth, CA 91311

Filing: Know Where It Goes. RM6004
(Filmstrip with Cassette)
Career Aids, Inc., 1982 Catalog
8950 Lurline Avenue
Chatsworth, CA 91311

Miscellaneous

Going to the Dogs, Dramatization for Business Classes, 01-2006-K2
J. Weston Walch, Publisher, 1982 Catalog
Box 658
Portland, ME 04104

RESOURCES

Bassett, Ernest D. and David G. Goodman. Business Filing and Records Control, 4th Edition. Cincinnati: South-Western Publishing Company, 1974.

Bassett, Ernest D., David G. Goodman, and Joseph S. Fosegan. Business Records Control, 5th Edition. Cincinnati: South-Western Publishing Company, 1981.

Business and Office Education Curriculum Guides. Louisiana Department of Education. Baton Rouge: Vocational Education Division, 1972.

Cecil, Paula. Word Processing in the Modern Office, 2nd Edition. Menlo Park, CA: The Benjamin/Cummings Publishing Company, 1980.

Church, Olive D. and Anne E. Schatz. Office Systems and Careers. Boston: Allyn and Bacon, Inc., 1981.

Lessenberry, D. D., et al. Century 21 Typewriting, 2nd Edition. Cincinnati: South-Western Publishing Company, 1977.

Meehan, James R., William R. Pasewark, and Mary E. Oliverio. Clerical Office Procedures, 5th Edition. Cincinnati: South-Western Publishing Company, 1978.

Oliverio, Mary E. and William R. Pasewark. Secretarial Office Procedures, 9th Edition. Cincinnati: South-Western Publishing Company, 1977.

Pasewark, William R. Duplicating Machine Processes, 2nd Edition. Cincinnati: South-Western Publishing Company, 1975.

Word Processing. South Carolina State Department of Education. Columbia, SC: Office of Vocational Education, 1979.

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UNIT X

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

INTRODUCTION

Many documents originated for processing will be in longhand although this type of origination is much more costly to the company. Therefore, skills need to be developed in the processing of these data.

The purpose of this unit is to expose students to several different types of documents originated in longhand by several individuals.

COMPETENCIES

1. Determine priorities, choose acceptable formats, and produce mailable copies from longhand origination.
2. Store and revise documents.
3. Measure work.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Produce mailable copy from longhand documents.
2. Determine priorities.
3. Choose acceptable formats.
4. Store and revise documents.
5. Measure work.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given various documents in longhand, students will be able to determine priorities for these documents in class with 75 percent accuracy.
2. Given a word processing operator's log sheet in class, students will be able to complete the log including figuring production with at least 75 percent accuracy.

3. Given various documents in longhand to be completed in class, students will be able to produce at least 75 percent of these documents in mailable form.

4. Given a packet of various types of documents written in longhand on a proficiency test, students will be able to choose an acceptable form, enter text, and print a mailable copy of each.

5. On a written test, students will be able to list at least three reasons for measuring production and the information needed to prepare a log sheet with 75 percent accuracy.

6. On a written test, students will be able to list the advantages and disadvantages of longhand origination with at least 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Give a pretest to determine if students can recognize various business forms and document formats.

2. Show overhead transparencies of forms and document formats used in an office.

3. Display various letter styles on the bulletin board.

METHODOLOGY

This unit has been designed to serve as a review and reinforcement of the basic document forms found in business offices using word processing equipment to produce the documents. Special emphasis is placed on longhand copy. The ability to read handwritten copy of various individuals is a reading skill often lacking in the secretarial force today.

UNIT OUTLINE

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

I. Priority Identification

  A. Routine
  B. Rush

II. Production Measurement

  A. Justifying need for production measurement
  B. Computing production amount
  C. Completing operator's log

III. Document Formats

- A. Letters
  - 1. standard
  - 2. memo
  - 3. form
  - 4. two-page
- B. Envelopes
- C. Tables
  - 1. two-column
  - 2. three-column
  - 3. within letters
- D. Reports
  - 1. leftbound
  - 2. references at end
- E. Forms

IV. Production of Mailable Copy

- A. Following directions
- B. Using proper format
- C. Keyboarding
- D. Storing
- E. Printing
- F. Retrieving
- G. Editing

V. Longhand Origination
- A. Identifying advantages
- B. Identifying disadvantages

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. Given various documents in longhand, students will be able to determine priorities for these documents in class with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Priority Identification	1. List ten different tasks performed in an office. Divide into teams and determine priorities for the tasks. 2. Determine the importance of assigned tasks and the order in which the work is to be accomplished. Mark all tasks either ROUTINE OR RUSH. (Appendix A)

3. On two 3 x 5 cards, list two tasks performed in an office. (Teachers will shuffle all cards and give the class which has been divided into groups ten cards to arrange in order of priority.)

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2. Given a word processing operator's log sheet in class, students will be able to complete the log including figuring production with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Production Measurement	1. Complete the operator's log sheet for each item produced from longhand origination in the unit.
	2. Compute the amount of production for each of the documents using the line count or page method.
	3. Divide into groups and check each other's log.

3. Given various documents in longhand to be completed in class, students will be able to produce at least 75 percent of these documents in mailable form.

Subject Matter Content	Learning Activities
Production of Mailable Copy Document Formats	1. Write a letter, leaving out at least two letter parts. Exchange papers and rewrite the letters supplying the missing parts.
Letters	2. Enter, store, and print a letter explaining school discipline procedures and consequences using information supplied by the principal's office.
	3. Using handwritten information supplied by the principal's office, enter, store, and print letters of congratulations to parents of students who made the honor roll.

	4. Complete a word-search puzzle on letter parts. (Appendix B)
Envelopes	5. Write names and addresses on slips of paper. Exchange with other students and enter and print envelopes.
	6. Enter and print envelopes for mailing using honor roll lists from the school office.
	7. Enter and print envelopes for report cards using homeroom registration records.
	8. Enter and print envelopes for "thank you" notes for Teacher Appreciation Week using teacher mailing lists.
Tables	9. Enter and print a previously arranged table of information taken from local school attendance records.
	10. Arrange, enter, and print a two- or three-column table from information acquired from personal interviews.
	11. Enter and print a one-page letter congratulating the top team and include a table of team results using information from a fund-raising drive or a competitive school activity.
Reports	12. Write, enter, and print a summary of a magazine article relating to office procedures. Print in leftbound form and include a four-line quotation.
	13. Enter, store, and print reports from longhand copies of science fair or social studies reports in leftbound form with references at the end.
	14. Enter, store, and print leftbound manuscripts with references at the end using papers obtained from an English class in school.

Forms	15. Enter information and print rosters using school attendance records and locator cards. 16. Enter information and print forms notifying parents of disciplinary procedures. 17. Retrieve documents that have been edited, make corrections, save corrected versions, and obtain a hard copy print of each mailable document.

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4. Given a packet of various types of documents written in longhand on a proficiency test, students will be able to choose an acceptable form, enter text, and print a mailable copy of each.

Subject Matter Content	Learning Activities
Production of Mailable Copy	1. Enter, store, and print a final copy of an unarranged handwritten table. 2. Enter, store, and print a final copy of an unarranged handwritten letter. 3. Enter, store, and print a final copy of an unarranged handwritten report. 4. Write a letter, enter, store, and print in final form.

---

5. On a written test, students will be able to list at least three reasons for measuring production and the information needed to prepare a log sheet with 75 percent accuracy.

Subject Matter Content	Learning Activities
Production Measurement	1. Discuss in small groups the process of logging and reasons for production measurement. 2. Identify items to be included on an operator's log sheet and write a short report briefly describing each item.

3. Report on an article taken from a recent magazine on production measurement.

---

6. On a written test, students will be able to list the advantages and disadvantages of longhand origination with 75 percent accuracy.

Subject Matter Content	Learning Activities
Longhand Origination	1. Make a bulletin board display depicting the advantages and disadvantages of longhand origination. 2. Debate advantages and disadvantages of longhand origination and machine dictation. 3. Debate the advantages versus the disadvantages of longhand origination.

UNIT QUIZ

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

1. List the advantages and disadvantages of longhand origination.

   ADVANTAGES:

   DISADVANTAGES:

2. List at least three reasons for measuring production.

3. List the information needed to prepare a log sheet.

UNIT QUIZ

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

1. ADVANTAGES:
   a. not necessary to learn new writing or speaking language
   b. no mechanical or heavy apparatus necessary
   c. easy to record as it comes to mind

   DISADVANTAGES:
   a. costly to company in transcription time
   b. many times pen and pencil not at hand
   c. poor handwriting sometimes difficult to read
   extra--(poor grammar of writer; copies overload file cabinet)

2. 1. control office operations
   2. improve efficiency
   3. set realistic standards of performance

3. title
   date
   name of operator
   job number
   originator
   kind of typing (straight-copy, rough draft, statistical, and repetitive)
   adjustment factor
   total lines and pages
   time in and time out

UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

A. Directions: Enter the following report.
Proofread and correct any errors in text.
Store the document for future use.
Obtain a hard copy print of the report.

Those respondents "Under 30" identified job challenge as their best liked job factor, as did the 30-39 and 40-49 age groups. Respondents above 50 cited responsibility as their favorite job factor with challenge as the second most frequent response. All age groups cited routine work as the most disliked job factor. Lack of promotion opportunities was cited second most frequently by all age groups as the job factor most disliked.

The best liked job factor, according to educational level, was that of responsibility. The only educational group to differ from this response was the four-year college group. That group rated challenge as the best liked job factor, with variety ranking second and responsibility ranking third. All educational levels except those with an advanced degree classified routine work as the least liked job factor. This group identified working conditions/physical plant as their least-liked job factor. Working relationships with the boss and co-workers did not rate high as the best liked job factor or low as the least liked job factor. From the rankings, it appears that respondents were more concerned about responsibility, challenge, and variety in their jobs and the drawbacks of lack of promotion opportunities and routine work.

---

*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Diss. University of Kentucky 1981, p. 83.

spell out

UNIT PROFICIENCY TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

Those respondents "Under 30" identified job challenge as their best liked job factor, as did the 30-39 and 40-49 age groups. Respondents above 50 cited responsibility as their favorite job factor with challenge as the second most frequent response. All age groups cited routine work as the most disliked factor. Lack of promotion opportunities was cited second most frequently by all age groups as the job factor most disliked.

The best liked job factor, according to educational level, was that of responsibility. The only educational group to differ from this response was the four-year college group. That group rated challenge as the best liked job factor, with variety ranking second and responsibility ranking third. All educational levels except those with an advanced degree classified routine work as the least liked job factor. This group identified working conditions/physical plant as their least liked job factor. Working relationships with boss and co-workers did not rate high as the best liked job factor or low as the least liked job factor. From the rankings, it appears that respondents were more concerned with responsibility, challenge, and variety in their jobs and the drawbacks of lack of promotion opportunities and routine work.

*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Diss. University of Kentucky 1981, p. 83.

UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

B. Directions: Enter the following letter.
Proofread and correct any errors in the text.
Store the document for future use.
Obtain a hard copy print of the report.

December 1, 1982

Mr. Larry Smith, Supervisor
Lafourche Parish School Board
P.O. Box 879
Thibodaux, LA 70302

Dear Mr. Smith:

We need the following texts, workbooks, and practice sets:

5 copies of the text *Scott's Advanced Bookkeeping and Accounting*, Third Year, 25th Edition by Randall-Scott Publishing Company.

25 copies of the workbook to accompany *Scott's Advanced Bookkeeping and Accounting*.

25 practice sets to accompany *Scott's Advanced Bookkeeping and Accounting*.

Sincerely,

Cecile Green, Assistant Principal
Thibodaux High School

UNIT PROFICIENCY TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENT FROM LONGHAND

B.

December 1, 19--

Mr. Larry Smith, Supervisor
Lafourche Parish School Board
P.O. Box 879
Thibodaux, LA 70302

Dear Mr. Smith:

We need the following texts, workbooks, and practice sets:

> 5 copies of the text Scott's Advanced Bookkeeping and Accounting, Third Year, 25th Edition by Randall-Scott Publishing Company.
>
> 25 copies of the workbook to accompany Scott's Advanced Bookkeeping and Accounting.
>
> 25 practice sets to accompany Scott's Advanced Bookkeeping and Accounting.

Sincerely,

Cecile Green
Assistant Principal
Thibodaux High School

xx

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UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

C. Directions: Enter the following table.
Proofread and correct any errors in text.
Store the document for future use.
Obtain a hard copy print of the report.

FBLA Officers

President	Susan Bourg
Vice president . . .	Donald Lewis
Secretary	Judy Wilson
Treasurer	Ralph Hebert
Historian, . . .	Jill McDonald
Reporter	Cindy Champagne
Parliamentarian . .	Janet Ray

UNIT PROFICIENCY TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

C.

FBLA OFFICERS

President	Susan Bourg
Vice president	Donald Lewis
Secretary	Judy Wilson
Treasurer	Ralph Hebert
Historian	Jill McDonald
Reporter	Cindy Champagne
Parliamentarian	Janet Ray

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Unit test
- Class assignments
- Class participation
- Projects
- Problem solving
- Work habits

EQUIPMENT AND SUPPLIES

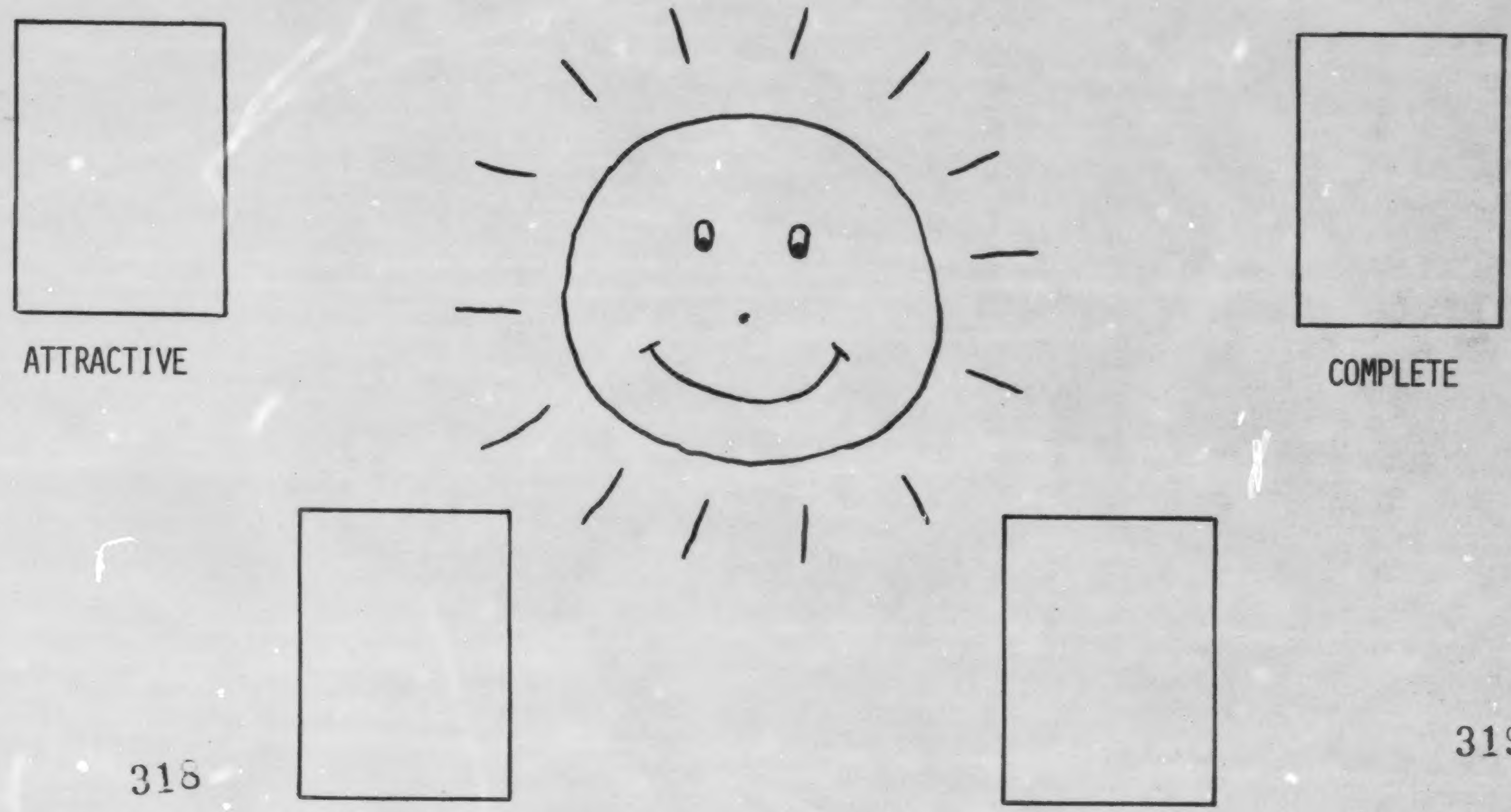
Student

Typing paper
Textbook
Notebook
Instruction sheets
Processors
Office manuals
Dictionaries and other reference manuals
Log sheets

Teacher

Textbook and manual
Bulletin board supplies
Office manuals
Various business forms
Rating sheets
Dictionary
Cassette player
Transparencies
Overhead projector
Charts

Mailable Documents Shine Brightly


ATTRACTIVE
COMPLETE
ACCURATE
FORMATTED

A WORD PROCESSOR IS A SECRETARY'S BEST FRIEND

APPENDIX A

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

Directions: Determine the importance of assigned tasks and the order in which the work is to be done. Mark the work "RUSH" or "ROUTINE" in the blank provided and list the order below.

________ 1. Prepare a final copy of a program for a Veterans' Day assembly to be held in six days. Use last year's program as a guide.

________ 2. Enter and print out a news article for immediate release in the local newspaper concerning homecoming activities.

________ 3. Enter and print out a schedule of school events for the month of December.

________ 4. Enter a form letter to be sent to parents concerning Open House to be held immediately after the Veterans' Day program.

________ 5. Enter a memo to be sent to club presidents and advisors announcing Christmas door decoration contest to be judged the day before Christmas holidays begin.

ORDER

Item 1. _____

Item 2. _____

Item 3. _____

Item 4. _____

Item 5. _____

APPENDIX A

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

Order in which work is to be done:

Item 2 (RUSH)
Item 1 (ROUTINE)
Item 4 (ROUTINE)
Item 3 (ROUTINE)
Item 5 (ROUTINE)

APPENDIX B

WORD SEARCH PUZZLE--LETTER PARTS

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

R	E	T	U	R	N	A	D	D	R	E	S	S	A	C	O	Z	G	X
E	K	Z	T	P	Z	H	B	X	K	N	L	S	Y	D	B	J	D	A
F	S	B	I	O	W	S	I	G	N	A	T	U	R	E	G	E	F	T
E	J	L	U	S	M	A	D	D	R	C	O	B	A	M	T	P	I	T
R	F	O	G	T	Q	L	X	H	C	O	P	J	E	C	L	I	N	E
E	R	C	F	S	D	U	L	I	E	M	X	E	Z	A	E	B	E	N
N	W	K	L	C	V	T	V	X	W	P	Q	C	N	S	Z	C	S	T
C	E	S	T	R	A	A	N	D	O	E	A	T	U	A	F	A	G	I
E	K	T	E	I	N	T	M	D	A	T	E	L	I	N	E	R	B	O
I	U	Y	M	P	W	I	P	R	Z	E	S	I	M	P	L	B	O	N
N	V	L	I	T	B	O	D	Y	E	C	Y	N	V	Y	I	O	Q	L
I	S	E	L	R	S	N	Q	U	M	V	R	E	D	J	F	N	A	I
T	O	P	P	I	C	S	T	I	A	Y	C	D	H	E	I	C	M	N
I	C	O	M	P	L	I	M	E	N	T	A	R	Y	C	L	O	S	E
A	K	M	O	D	I	F	I	E	D	B	L	O	C	K	D	P	C	B
L	T	U	C	N	X	I	A	T	A	J	L	B	O	F	P	Y	Q	L
S	L	E	T	T	E	R	A	D	D	R	E	S	S	S	O	D	D	A

Listed below are definitions covering parts of letters. Fill in the letter part that completes the definition and circle that letter part in the puzzle.

1. Origin of the letter ________________
2. The handwritten name of the writer ____________________
3. When the letter was typed ________________
4. The information center of the letter ______________
5. The closing of the letter ____________________
6. Style in which the dateline and complimentary close are indented ____________________
7. Destination of the letter ______________________
8. The typist's initials _______________________
9. The greeting of the letter ________________________
10. Indicates special person to receive the letter _____________________
11. An additional note at the end of a letter ________________________
12. Topic of letter ____________________
13. Style in which all lines begin at the left margin __________________
14. A duplicate of the letter _________________________

APPENDIX B

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM LONGHAND

R	E	T	U	R	N	A	D	D	R	E	S	S	A	C	O	Z	G	X
E	K	Z	T	P	Z	H	B	X	K	N	L	S	Y	D	B	J	D	A
F	S	B	I	O	W	S	I	G	N	A	T	U	R	E	G	E	F	T
E	J	L	U	S	M	A	D	D	R	C	O	B	A	M	T	P	I	T
R	F	O	G	T	Q	L	X	H	C	O	P	J	E	C	L	I	N	E
E	R	C	F	S	D	U	L	I	E	M	X	E	Z	A	E	B	E	N
N	W	K	L	C	V	T	V	X	W	P	Q	C	N	S	Z	C	S	T
C	E	S	T	R	A	A	N	D	O	E	A	T	U	A	F	A	G	I
E	K	T	E	I	N	T	M	D	A	T	E	L	I	N	E	R	B	O
I	U	Y	M	P	W	I	P	R	Z	E	S	I	M	P	L	B	O	N
N	V	L	I	T	B	O	D	Y	E	C	Y	N	V	Y	I	O	Q	L
I	S	E	L	R	S	N	Q	U	M	V	R	E	D	J	F	N	A	I
T	O	P	P	I	C	S	T	I	A	Y	C	D	H	E	I	C	M	N
I	C	O	M	P	L	I	M	E	N	T	A	R	Y	C	L	O	S	E
A	K	M	O	D	I	F	I	E	D	B	L	O	C	K	D	P	C	B
L	T	U	C	N	X	I	A	T	A	J	L	B	O	F	P	Y	Q	L
S	L	E	T	T	E	R	A	D	D	R	E	S	S	S	O	D	D	A

1. Return address
2. Signature
3. Date line
4. Body
5. Complimentary close
6. Modified block
7. Letter address
8. Reference initials
9. Salutation
10. Attention line
11. Postscript
12. Subject line
13. Block style
14. Carbon copy

SUPPLEMENTARY MATERIALS

Cassettes

Writing Better Letters in Business
(10 Cassettes)
Learning Arts (no date available)
P.O. Box 179
Wichita, KS 67201

Filmstrips w/Cassettes

Office Information Processing
(3 Cassettes, 3 Filmstrips)
Learning Arts (no date available)
P.O. Box 179
Wichita, KS 67201

Generating Documents
(2 Cassettes, 2 Filmstrips)
Learning Arts (no date available)
P.O. Box 179
Wichita, KS 67201

Keyboarding and Editing
(4 Cassettes, 4 Filmstrips)
Learning Arts (no date available)
P.O. Box 179
Wichita, KS 67201

Practice Sets

Boyce, B. Practice Set in Word/Information Processing
For Use With Text-Editing or Conventional Typewriters
Mercury Systems, Inc.
Catalogue No. 06901-8
Gregg/McGraw-Hill, 1981.
13955 Manchester Road
Manchester, MO 63011

Textbooks

Handwritten Exercises for Word Processors
by Dwayne Schramm
HEWPS Student Handbook
Western Tape, 1981-1982 Catalog
P.O. Box 69
Mountain View, CA 94040

Typewriting Exercises for Word Processors
Catalogue No. HEWP-S
(Student Handbook--63 Handwritten Exercises)
Western Tape, 1981-1982 Catalog
2761 Marine Way
P.O. Box 69
Mountain View, CA 94040

Typing From Rough Drafts
Catalogue No. 2.1.4; 2.3.1; Student Projects
Teacher's Manual
MPC Educational Publishers (no date available)
3839 White Plains Road
Bronx, NY 10467

Word Processing
Keyboarding Applications and Exercises
Arnold Rosen and William Hubbard
John Wiley & Sons, 1981
605 Third Avenue
New York, NY 10158

Word Processing Operations
Document Preparation
Jane Terzick Varner
Science Research Associates, Inc., 1981
1540 Page Mill Road
P.O. Box 10021
Palo Alto, CA 94303

Transparencies

Business Letter Style Transparencies
Catalogue No. 15-2.3P
MPC Educational Publishers (no date available)
3839 White Plains Road
Bronx, NY 10467

RESOURCES

Bergerud, M. and J. Gonzalez. *Word Processing Concepts and Careers*, Second Edition. New York: John Wiley and Sons, Inc., 1978.

Casady, Mona. *Word Processing Concepts*. Cincinnati: South-Western Publishing Company, 1980.

Cecil, Paula B. *Word Processing in the Modern Office*, Second Edition. Menlo Park, CA: Benjamin/Cummings Publishing Company, 1980.

Ellis, Bettie E. *Word Processing Concepts*. New York: Gregg Division/McGraw-Hill Book Company, 1980.

A Guide to Typewriting Style and Selected Business Forms. Mountain View, CA: Western Tape, 1978.

Kruse, B. *Word Processing: Revising and Editing Documents, VDT System*. Encino, CA: Glencoe Publishing Company, Inc., 1981.

Lawrence, Nelda R. *Written Communication in Business*. Englewood Cliffs: Prentice-Hall, Inc., 1964.

Lessenberry and Crawford. *Century 21 Typewriting*. Cincinnati: South-Western Publishing Company, 1972.

Oliverio/Pasewark. *Secretarial Office Procedures*, Ninth Edition. Cincinnati: South-Western Publishing Company, 1977.

Pasewark/Oliverio. *Clerical Office Procedures*. Cincinnati: South-Western Publishing Company, 1978.

Preston, Sharon. *Proofreading*. Mountain View, CA: Western Tape, 1977.

Stewart/Blockhus. *Office Procedures*. New York: Gregg Division/McGraw-Hill Book Company, 1980.

Word Processing Curriculum Guide. Columbia, SC: Department of Education, 1979.

UNIT XI

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

INTRODUCTION

Word originators with keyboarding skills will generally produce documents in typewritten rough draft form. It is commonly used even though it may not be the most efficient method of originating documents. Therefore, the purpose of this unit will be to prepare students to produce mailable documents prepared from a rough draft with proofreader's marks.

COMPETENCIES

1. Enter, store, retrieve, and edit documents using proofreader's marks to produce mailable copy from rough draft material.
2. Measure work.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize proofreader's marks.
2. Produce mailable copy from rough draft material.
3. Determine priorities.
4. Adhere to suggested formats.
5. Store and revise documents.
6. Measure work.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will be able to recognize correct proofreader's marks with at least 75 percent accuracy.
2. Given documents in class, students will be able to insert correct proofreader's marks with at least 75 percent accuracy.
3. Given a descriptive list of tasks in class, students will be able to set priorities for these documents with at least 75 percent accuracy.

4. Given a word processing operator's log sheet in class, students will be able to complete the log including figuring production amounts, with at least 75 percent accuracy.

5. Given specification sheets and documents in rough draft form to be completed on a proficiency test, students will be able to produce at least 75 percent of these documents in mailable form.

6. On a written test, students will be able to list the advantages and disadvantages of keyboarding information from rough drafts with 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Plan a field trip to a word processing center.

2. Have students interview a word processing operator.

3. Invite a speaker from a word processing center.

4. Prepare a bulletin board illustrating various documents in rough draft form.

5. Show a film.

METHODOLOGY

This unit includes material that has already been covered in the units on concepts and in previous business education classes. A review, however, will be a part of the presentation. Hands-on experience provided through the use of word processing practice sets and simulations or word processing operations textbooks and workbooks--a variety of which are available to the word processing instructor--will be used. Rough draft documents will receive special emphasis in this unit.

UNIT OUTLINE

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFT

I. Proofreader's Marks

   A. Identifying
   B. Using

II. Identification of Priorities

III. Production Measurement

   A. Computing production amount
   B. Completing operator's log

IV. Production of Mailable Copy

   A. Following directions
   B. Using proper format
   C. Keyboarding
   D. Storing
   E. Printing
   F. Retrieving
   G. Editing

V. Origination of Rough Draft

   A. Identifying advantages
   B. Identifying disadvantages

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test, students will be able to recognize correct proofreader's marks with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Proofreader's Marks--Identifying	1. Complete a pre-test on basic proofreader's marks. (Appendix A) 2. Identify meanings of proofreader's marks in a given paragraph. (Appendix B) 3. Complete a crossword puzzle and scrambled word puzzle. (Appendices C and D)

---

2. Given documents in class, students will be able to insert correct proofreader's marks with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Proofreader's Marks--Using	1. Proofread a copy prepared in rough draft form and mark the necessary corrections using appropriate proofreader's marks. (Appendix E) 2. Enter a document at rough draft speed and insert appropriate

proofreader's marks; exchange papers and enter the final document in correct form. (Appendix F)

---

3. Given a descriptive list of tasks in class, students will be able to set priorities for these documents with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Identification of Priorities	1. Discuss in small groups the meaning of "priority order" as it relates to the modern office.
	2. Interview secretaries about their daily tasks and how they determine order of priority.
	3. Collect documents from offices and prepare a bulletin board reflecting the priority of various tasks.
	4. Arrange a descriptive list of tasks in order of priority.
	5. Discuss in small groups the order of priority established in Activity No. 4.
	6. Present and justify order of priority for the tasks assigned to the class.

---

4. Given a word processing operator's log sheet in class, students will be able to complete the log including figuring production amounts with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Production Measurement	1. Complete the operator's log sheet for each item produced from rough draft origination in the unit.
	2. Compute the amount of production for each of the documents using the line count or page count method.

3. React to a presentation given by representatives from two word processing centers about procedures for logging and measuring production.

---

5. Given specification sheets and documents in rough draft from to be completed on a proficiency test, students will be able to produce at least 75 percent of these documents in mailable form.

Subject Matter Content	Learning Activities
Production of Mailable Copy	1. Review business letter styles and forms of punctuation illustrated on a bulletin board display. 2. Acquire examples of formats of specific documents from various local businesses and prepare a bulletin board illustrating the different formats. 3. Review manuscript forms (unbound, leftbound, topbound) by completing the manuscript placement chart. (Appendix G) 4. Enter, proofread, store, print, and log a series of documents from rough draft form. Specification sheet instructions should be adhered to in preparing the documents. (Appendices H, I, and J) 5. Retrieve documents from the previous activity and make any editing changes required. Store the corrected copy and print a mailable copy of each. 6. Compile for personal use a handbook of mailable documents illustrating the various letter styles, envelope forms, memo styles, tables, and reports.

---

6. On a written test, students will be able to list the advantages and disadvantages of keyboarding information from rough drafts with 75 percent accuracy.

Subject Matter Content	Learning Activities
Origination of Rough Draft	1. Prepare a report on the advantages and disadvantages of keyboarding information from rough drafts. 2. Interview supervisors of various word processing centers to determine the extent to which they use rough draft origination. 3. Report the interview findings to the class.

UNIT TEST

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

Match the proofreader's mark with the meaning.

_____ 1. #
_____ 2. ⁀
_____ 3. ⊔
_____ 4. / or l.c.
_____ 5. ⊐
_____ 6. ℓ or Ī
_____ 7. No ¶
_____ 8. ⊏
_____ 9. stet
_____10. ⊓
_____11. ⊐ ⊏
_____12. ∧
_____13. —
_____14. ≡
_____15. ⊐5
_____16. ∽ or tr
_____17. ¶
_____18. ?
_____19. ○

A. delete, take out
B. insert
C. add space
D. close up
E. transpose
F. lower case
G. capitalize
H. let the copy stand
I. spell out
J. start a new paragraph
K. no new paragraph
L. move up
M. move down
N. move left
O. move right
P. indent five spaces
Q. center on typing line
R. underscore
S. verify accuracy

List two advantages and two disadvantages of keyboarding information from rough drafts.

ADVANTAGES: 1.

2.

DISADVANTAGES: 1.

2.

UNIT TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

1. C
2. D
3. M
4. F
5. O
6. A
7. K
8. N
9. H
10. L
11. Q
12. B
13. R
14. G
15. P
16. E
17. J
18. S
19. I

ADVANTAGES: 1. can be used by individuals who have limited shorthand skills or no shorthand skills

2. can take less time than shorthand, since the operator can produce document in one period of time rather than two periods

(Extra) can keyboard complete information one time

DISADVANTAGES: 1. can sometimes be difficult to understand

2. requires that the operator know proofreader's marks

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WORK REQUEST

Originator Monica Ford

Department B + O

Input Form

___ Dictation

___ Longhand

✓ Rough draft

___ Stored document

Type of Document

✓ Letter

___ Memo

___ Report

___ Table

___ Other ________

Specifications

✓ Letterhead

___ Memorandum

___ Plain bond

___ Other ____________

Storage

___ Long-term

✓ Temporary (2 Weeks)

Special Instructions: Type the letter in block style. Use mixed punctuation.

FOR USE BY WORD PROCESSING DEPARTMENT

Production Time

Time In ________

Time Out ________

Turnaround Time ________

Storage Location

Disk No. ________

UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFT

A.

June 30, 1982

South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Gentlemen:

Parish

The Lafourche School Board is in the process of develop~~s~~ing a Word Processing ~~C~~ourse tobe included in next year's high school curirculum. ¶ Please send me an examination copy of Word Processing Concepts by Mona J. Casady #W60.

Your cooperation will be appreciated.

Sincerely,

Monica Ford

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UNIT PROFICIENCY TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

June 30, 1982

South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229

Gentlemen:

The Lafourche Parish School Board is in the process of developing a Word Processing course to be included in next year's high school curriculum.

Please send me an examination copy of WORD PROCESSING CONCEPTS by Mona J. Casady #W60.

Your cooperation will be appreciated.

Sincerely,

Monica Ford

WORK REQUEST

Originator Suzanne Champagne

Department B + O

Input Form

___Dictation

___Longhand

✓ Rough draft

___Stored document

Type of Document

___Letter

___Memo

___Report

✓ Table

___Other___________

Specifications

___Letterhead

___Memorandum

✓ Plain bond

___Other ______________

Storage

___Long-term

✓ Temporary (2 Weeks)

Special Instructions: Center on full sheet with double spacing. 6 spaces between columns. Center column headings. arrange titles in alphabetical order.

FOR USE BY WORD PROCESSING DEPARTMENT

Production Time

Time In ___________

Time Out ___________

Turnaround Time ___________

Storage Location

Disk No. ___________

UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

B.

FAVORITE MOVIES #
of 1982 ##

Title	~~MAIN~~ Star
On Golden Pond~~s~~	Henry Fonda
Rocky III	Sylvester Stallone
Annie	Carol Burnett
Fire Fox~~e~~	Clint Eastwood
Author, Author	Al pacino
Star Trek	Willaim Shatner

UNIT PROFICIENCY TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

B.

FAVORITE MOVIES

of 1982

Title	Main Star
Annie	Carol Burnett
Author, Author	Al Pacino
Fire Fox	Clint Eastwood
On Golden Pond	Henry Fonda
Rocky III	Sylvester Stallone
Star Trek	William Shatner

WORK REQUEST

Originator Jennifer Miller

Department B+O

Input Form

___ Dictation

___ Longhand

✓ Rough draft

___ Stored document

Type of Document

___ Letter

___ Memo

✓ Report

___ Other ___

___ Table

Specifications

___ Letterhead

___ Memorandum

✓ Plain bond

___ Other ___

Storage

✓ Long-term

___ Temporary (___ Weeks)

Special Instructions: Type in unbound form, double spaced, 5 space indentions.

FOR USE BY WORD PROCESSING DEPARTMENT

Production Time

Time In ___

Time Out ___

Turnaround Time ___

Storage Location

Disk No. ___

UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

C.

THE SECRETARIAL SHORTAGE

employers can be frequently, heard to comment on the shortage of
qualified secretarial applicants. In times # of recession secretarial jobs
have been available in greater numbers than are various other occupations.
Because of the short age of qualified applicants, some organizations
# have lowered entry-level requirements for applicant s ¶ The picture of
secretarial jobs as typically female-held, deadend jobs may be in part
contributing to the current shortage of qualified applicants. Thousands
of women acros s the country are leaving office jobs behind and working
jobs at that are quite often more economically rewarding.

343

UNIT PROFICIENCY TEST

ANSWER KEY

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFT

C.

THE SECRETARIAL SHORTAGE

Frequently, employers can be heard to comment on the shortage of qualified secretarial applicants. In times of recession secretarial jobs have been available in greater numbers than are various other occupations. Because of the shortage of qualified applicants, some organizations have lowered entry-level requirements for applicants.

The picture of secretarial jobs as typically female-held, dead-end jobs may be in part contributing to the current shortage of qualified applicants. Thousands of women across the country are leaving office jobs behind and working at jobs that are quite often more economically rewarding.

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Production test
- Written test
- Class participation (reports, bulletin boards, etc.)
- Daily work (practice set, simulation, or individual assignments)

EQUIPMENT AND SUPPLIES

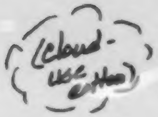
Student

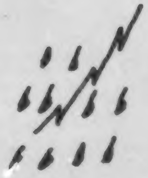
Typing paper
Word processing equipment
Storage supplies
Practice set, simulation, or operations textbook
Handbook (compiled by student)
Log sheets

Teacher

Word processing equipment
Storage supplies
Practice set, simulation manual and key, or operations text manual and key
Transparencies
Bulletin boards

Letters Can Be Variable


(cloud - use cotton)



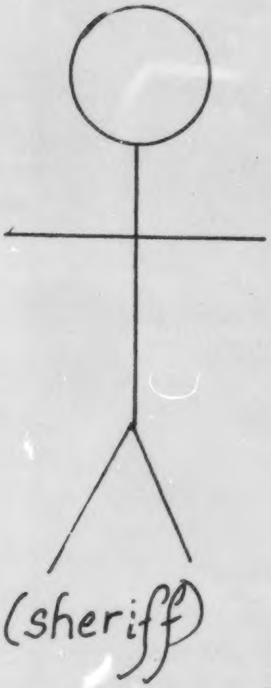
(lightning & raindrops)

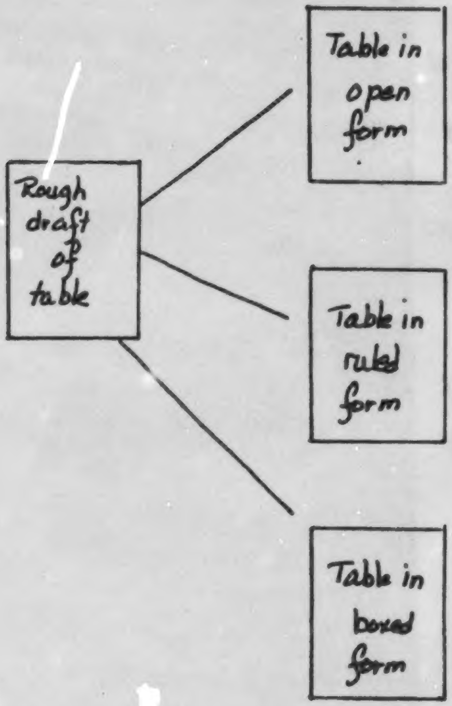
Block Letter
—
open Punctuation

Modified block
—
Mixed punctuation

Modified block with indented paragraphs
—
Mixed Punctuation

Wanted: A Mailable Copy





Rough draft of table

Table in open form

Table in ruled form

Table in boxed form

APPENDIX A

PRE-TEST ON PROOFREADER'S MARKS

Rough Draft Copy	Corrected Copy
1. Prepare~~d~~ the schedule.	
2. Play the tap e	
3. Watch the # game.	
4. Complete the tes t.	
5. It's time for lunhc.	
6. Your ~~F~~ather is in town.	
7. Send the letter to blake.	
8. The meeting is at ~~10~~ 9 stet a.m.	
9. Meet me at ④ o'clock.	
10. The meeting will be held on November 16 at 9 a.m. ¶ Opposing counsel will be present.	
11. The meeting will be held on November 16 at 9 a.m. No ¶ Opposing counsel will be present.	
12. The meeting will be in Dallas.	
13. The meeting will be at 9 a.m.	
14. The meeting started late.	
15. The meeting started on time.	
16. 5 The meeting started early.	
17. Board of Directors	
18. Do not leave early.	
19. The meeting will be held at (9 a.m.)?	

APPENDIX A

ANSWER KEY

PRE-TEST ON PROOFREADER'S MARKS

	Rough Draft Copy	Corrected Copy
1.	Prepare~~d~~ the schedule.	Prepare the schedule.
2.	Play the tap^e.	Play the tape.
3.	Watch the#game.	Watch the game.
4.	Complete the tes t.	Complete the test.
5.	It's time for lunhc.	It's time for lunch.
6.	Your ~~f~~ather is in town.	Your father is in town.
7.	Send the letter to blake.	Send the letter to Blake.
8.	The meeting is at ~~10~~ 9 stet a.m.	The meeting is at 10 a.m.
9.	Meet me at ④ o'clock.	Meet me at four o'clock.
10.	The meeting will be held on November 16 at 9 a.m. ¶ Opposing counsel will be present.	The meeting will be held on November 16 at 9 a.m. Opposing counsel will be present.
11.	The meeting will be held on November 16 at 9 a.m. no ¶ Opposing counsel will be present.	The meeting will be held on November 16 at 9 a.m. Opposing counsel will be present.
12.	The meeting will be in Dallas.	The meeting will be in Dallas.
13.	The meeting will be at 9 a.m.	The meeting will be at 9 a.m.
14.	The meeting started late.	The meeting started late.
15.	The meeting started on time.	The meeting started on time.
16.	5 The meeting started early.	The meeting started early.
17.	Board of Directors	Board of Directors
18.	Do not leave early.	Do not leave early.
19.	The meeting will be held at 9 a.m.?	(Check to confirm time of meeting.)

APPENDIX B

PRODUCING MAILABLE DOCUMENTS FROM ROUGH DRAFTS

5 Paper work is one off the most serious problems facing american Business and Government today. Information and paperwork go hand in hand, and they occupy a dynamic role in business ecology.

No ¶ Just as other pollutants contaminate teh air, sea, and soil, paper stet ~~pollutes~~ and plagues the offices and boardrooms of businesses. Management's failure tocreate, control, and communicate information is causing lost profits and increased expenses.

---

*Reprinted by permission of Sallye Benoit and Betty Kleen, from a paper presented to the Louisiana Academy of Sciences.

APPENDIX

ANSWER KEY

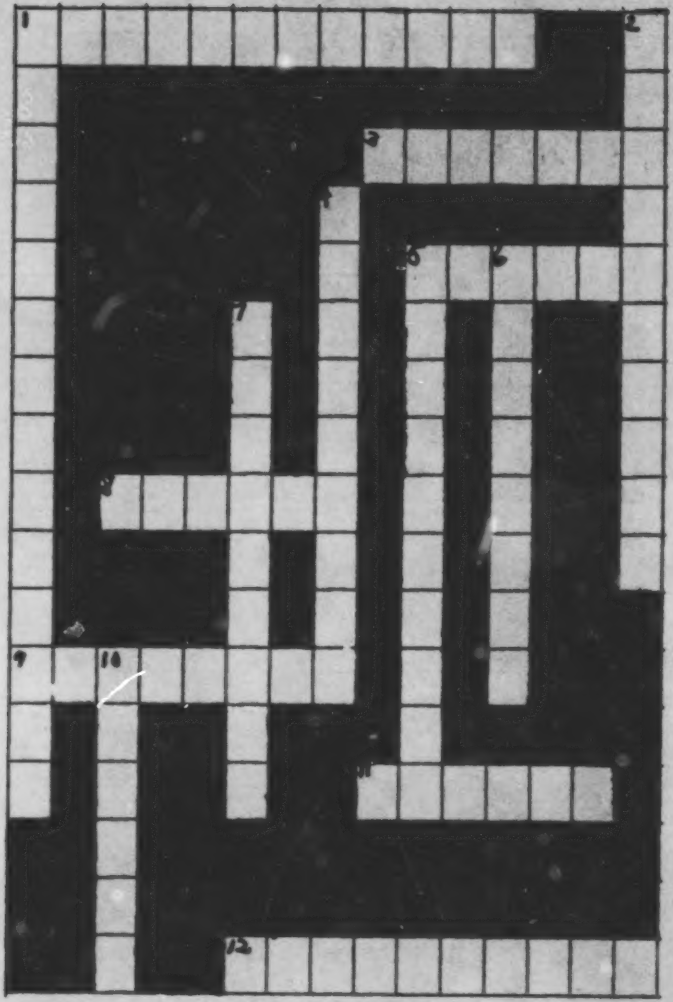
Paperwork is one of the most serious problems facing American business and government today. Information and paperwork go hand in hand, and they occupy a dynamic role in business ecology. Just as other pollutants contaminate the air, sea, and soil, paper pollutes and plagues the offices and boardrooms of businesses. Management's failure to create, control, and communicate information is causing lost profits and increased expenses.

---

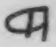
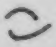
*Reprinted by permission of Sallye Benoit and Betty Kleen, from a paper presented to the Louisiana Academy of Sciences.

APPENDIX C

CROSSWORD PUZZLE



ACROSS

1. 
3. 
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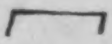
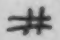
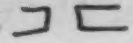
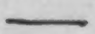
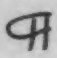
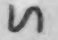
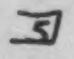
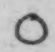
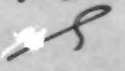
8. 
9. 
11. 
12. 

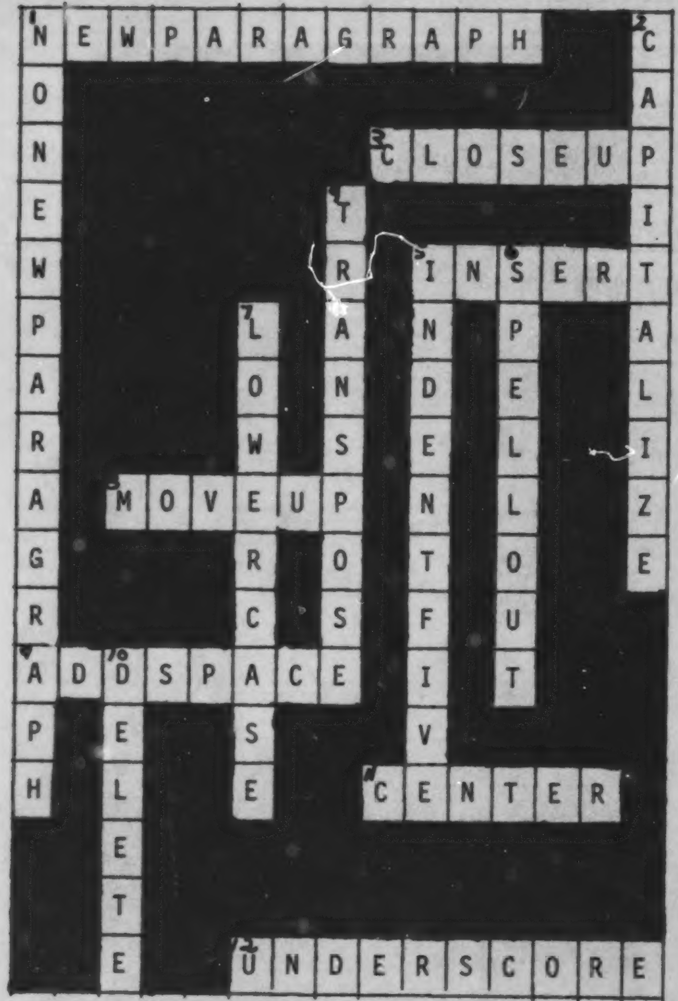
DOWN

1. no 
2.
4. 
5. 
6. 
7. / or l.c.
10. 

APPENDIX C

ANSWER KEY

CROSSWORD PUZZLE


1 NEWPARAGRAPH
2 CAPITALIZE
3 CLOSEUP
4 TRANSPOSE
5 INSERT
5 INDENTFIV
6 SPELLOUT
7 LOWERCASE
8 MOVEUP
1 NONEWPARAGRAPH
9 ADDSPACE
10 DELETE
11 CENTER
12 UNDERSCORE

ACROSS

1. ¶
3. ⁀
5. ∧
8. ⊓
9. #
11.] [
12. ___

DOWN

1. no ¶
2. ≡
4. ∽
5. $\boxed{5}$
6. ○
7. / or l.c.
10. ℓ

APPENDIX D

SCRAMBLED WORD PUZZLE

/ℓ I TELEED ________________

# CAPEDDAS ________________

tr RETAPOSSN ________________

≡ ATAICPILEZ ________________

¶ WAGANARHPPER ________________

⊓ VUMEPO ________________

⊐ GROVEMITH ________________

⊐ INDEFINETV ________________

— CROSEDURNE ________________

∧ RETINS ________________

⁀ PULSECO ________________

/lc. CROSALEWE ________________

O POLLUTES ________________

No ¶ ONREPPRANWHAGA ________________

⊔ WEVONDOM ________________

⊏ FLEETOVM ________________

⊐⊏ TENCER ________________

? RYUCAVIRACEFYC ________________

APPENDIX D

ANSWER KEY

SCRAMBLED WORD PUZZLE

ℓ ⌶	T E L E E D	delete
#	C A P E D D A S	add space
∽ tr	R E T A P O S S N	transpose
≡	A T A I C P I L E Z	capitalize
¶	W A G A N A R H P P E R	new paragraph
⌐‾‾¬	V U M E P O	move up
‾‾]	G R O V E M I T H	move right
[5]	I N D E F I N E T V	indent five
___	C R O S E D U R N E	underscore
∧	R E T I N S	insert
⁐	P U L S E C O	close up
/ l.c.	C R O S A L E W E	lower case
○	P O L L U T E S	spell out
No ¶	O N R E P P R A N W H A G A	no new paragraph
⊔	W E V O N D O M	move down
[	F L E E T O V M	move left
] [	T E N C E R	center
?	R Y U C A V I R A C E F Y C	verify accuracy

APPENDIX E

PROOFREADING EXERCISE

One (1) certain lot or parcle of ground, together withall the buildings and improvements thereoon, and all the rights, Ways, priviledges, servitudes, appurtenances and advantages thereunto belonging or in any wise appertaining, sitauted in the Parish of east Baton Rouge, State of Louisiana, in that subdivision know as Morgan Place West, First Filing, and dessignated on the official map of said subdivision on file and of record in the office of the Clerk and Recorder for the Parish of East Baton Rouge, State of Louisiana, as Lot sixty-three (63), said subdivision, said lot having such measurements and dimensions and being subject to such restrictions as shown on the official recorded subdivision map.

APPENDIX E

ANSWER KEY

PROOFREADING EXERCISE

One (1) certain lot or parcle of ground, together withall the buildings and improvements thereoon, and all the rights, Ways, priviledges, servitudes, appurtenances and advantages thereunto belonging or in any wise appertaining, sitauted in the Parish of east Baton Rouge, State of Louisiana, in that subdivision know as Morgan Place West, First Filing, and dessignated on the official map of said subdivision on file and of record in the office of the Clerk and Recorder for the Parish of East Baton Rouge, State of Louisiana, as Lot sixty-three (63), said subdivision, said lot having such measurements and dimensions and being subject to such restrictions as shown on the official recorded subdivision map.

APPENDIX F

October 1, 1981

Ms. Sandra E. King
Istrouma Sr. High School
3730 Winbourne Avenue
Baton Rouge, LA 70805

Dear Ms. King:

SUBJECT: FBLA--1981

Pursuant to your request for information about the district FBLA meetings, I am enclosing a copy of the FBLA Fact Sheet, a copy of the new Competitive Events Guidelines, and a list of the dates and locations of the district meetings.

In earlier correspondence, I had indicated that Louisiana is changing its procedures for reporting state and national dues. The national office has computerized and streamlined the process for reporting dues; Louisiana plans to follow the national office guidelines. In early September, the national office sent multiple-copy membership reporting forms to each local chapter. You will note that your membership information for state and national must be submitted on this form. One copy of the form must be submitted to the national office along with your check for national dues; one copy is to be submitted to the state office with your check for state dues; the third copy is for your local records. Also note that no change has been made in the amount of dues; national dues are $2.50 per member, and state dues are $1.50 per member.

The deadline for the initial membership report is October 15, 1981. When the national office sends the membership cards for your chapter, a reporting form for additional members will also be included. As you know, additional members may be submitted at any time during the school year.

If you have any questions about the membership procedure or any other FBLA matter, please call me.

Sincerely,

Huland D. Miley, Jr.

iss

Enclosures

APPENDIX G

MANUSCRIPTS

		Unbound	Leftbound	Topbound
TOP & BOTTOM MARGINS	Top margin - First page			
	Top margin - Succeeding pages			
	Bottom margin - All pages except last			
SIDE MARGINS	Left margin			
	Right margin			
PAGE NUMBERS	First page			
	Succeeding pages			
VERTICAL SPACING				

APPENDIX G

ANSWER KEY

MANUSCRIPTS

		Unbound	Leftbound	Topbound
TOP & BOTTOM MARGINS	Top margin - First page	1½" - 2"	1½" - 2"	2" - 2½"
	Top margin - Succeeding pages	1"	1"	1½"
	Bottom margin - All pages except last	1"	1"	1"
SIDE MARGINS	Left margin	1"	1½"	1"
	Right margin	1"	1"	1"
PAGE NUMBERS	First page	Centered ½" from bottom of page OR omitted	Centered ½" from bottom of page OR omitted	Centered ½" from bottom of page OR omitted
	Succeeding pages	Typed on Line 4 one inch from right edge; then TS	Typed on Line 4 one inch from right edge; then TS	Centered ½" from bottom of page
VERTICAL SPACING		Double spacing	Double spacing	Double spacing

APPENDIX H

WORK REQUEST

Originator Huland D Miley, Jr.

Department B + OE

Input Form

___Dictation

___Longhand

✓ Rough draft

___Stored document

Type of Document

___Letter

___Memo

___Report

✓ Other LIST

___Table

Specifications

___Letterhead

___Memorandum

✓ Plain bond

___Other ____________

Storage

✓ Long-term

___Temporary (__ Weeks)

Special Instructions: ____________

FOR USE BY WORD PROCESSING DEPARTMENT

Production Time

Time In ____________

Time Out ____________

Turnaround Time ____________

Storage Location

Disk No. ____________

National FBLA Information

1. Fisrt chatper organized in the U. S. was at Johnson City, Tenn., in 1942.

2. The "Father of FBLA" was Hamden L. Forkner, Columbia University, New York.

3. There are nine goals of FBLA. (Can you list two or more of these?)

4. The first state chapters of FBLA were organized in Iowa and Indiana in 1974.

5. Membership in the Future Business Leaders of America is open toany students who is taking or has taken one or more business subjcets.

6. FBLA chapter are divided into five regions each having its own national regional vicepresident.

7. FBLA's first National President was Jerron LaFargue from Sulphur, LA. Four Louisana students have been elected FBLA National President.

8. FBLA's college organiza tion is PhiBeta Lambda.

9. The President and chief Executive officer ~~is~~ Edward E. Miller

10. The first National convention was held in Chicago in 1925. Thirty national conferences have been held.

11. The 1981 National FBLA conference was held in Chicago, Ill.

12. Stae chapters are opereting in 45 states and the District of Columbia.

13. The 1982 National FBLA Conference willbe held in Indianapolis, Indiana.

14. FBLA chapters are locaed in Puerto Rico, the Virgin Islands and Germany.

APPENDIX H

ANSWER KEY

NATIONAL FBLA INFORMATION

1. First chapter organized in the United States was at Johnson City, Tennessee, in 1942.
2. The "Father of FBLA" was Hamden L. Forkner, Columbia University, New York.
3. There are nine goals of FBLA. (Can you list two or more of these?)
4. The first state chapters of FBLA were organized in Iowa and Indiana in 1947.
5. Membership in the Future Business Leaders of America is open to any student who is taking or has taken one or more business subjects.
6. FBLA chapters are divided into five regions, each having its own national regional vice president.
7. FBLA's first National President was Jeron LaFargue from Sulphur, Louisiana. Four Louisiana students have been elected FBLA National President.
8. FBLA's college organization is Phi Beta Lambda.
9. The President and Chief Executive Officer is Edward D. Miller.
10. The first national convention was held in Chicago in 1952. Thirty national conferences have been held.
11. The 1981 National FBLA conference was held in Chicago, Illinois.
12. State chapters are operating in 45 states and the District of Columbia.
13. The 1982 National FBLA Conference will be held in Indianapolis, Indiana.
14. FBLA chapters are located in Puerto Rico, the Virgin Islands, and Germany.

APPENDIX I

WORK REQUEST

Originator Huland D. Miley, Jr.

Department B + OE

Input Form

____Dictation

____Longhand

[✓ Rough draft]

____Stored document

Type of Document

[✓ Letter]

____Memo

____Report ____Other ________

____Table

Specifications

____Letterhead

____Memorandum

[✓ Plain bond]

____Other ____________

Storage

[✓ Long-term]

____Temporary (___ Weeks)

Special Instructions: Modified block

FOR USE BY WORD PROCESSING DEPARTMENT

Production Time

Time In ________

Time Out ________

Turnaround Time ________

Storage Location

Disk No. ________

APPENDIX I

October 1, 198~~2~~1

Ms. Sandra E. King
Istoruma Sr. High School
3730 Winbourne Ave.
Baton Rouge, LA 70805

Dear Ms. King:

Subject: FBLA--1981

Pursuant to your request for information about the district FBLA meetings, I am enclosing ~~the following:~~

A copy of the FBLA fact Sheet,

A copy of the new Competitive events guidelines, and

a list of the dates and locations of the district meetings.

In earlier correspondence, I had indicated that Louisiana is changing

its procedures for reporting state and national dues. The national office has computerized and stream lined the process for reporting dues, and La. plans to follow the national office guidelines. In early september, the national office sent multiple-copy membership reporting forms to each local chapter. You will note that your membership inform ation for state and national must be submitted on this form. One copy of the form must be submitted to the national office along with your check for national dues; one copy is to be submitted to the state office with your check for state dues; the third copy is for your local records. Also note that no change has been made in the amount of dues; national dues are $2.50 per member, and state dues are $1.50 per member.

The deadline for the initial membershpi erport is Oct. 15, 1981. When the national office sends the membership cards for your chapter, a reporting form for additional members will also be included. As you know additional members may be submited at anytime during the school year.

If you have any questions about the membership procedure or any other FLBA matter, please call me.

Sincerely,

Huland D. Miley, Jr.

APPENDIX I

ANSWER KEY

October 1, 1981

Ms. Sandra E. King
Istrouma Sr. High School
3730 Winbourne Avenue
Baton Rouge, LA 70805

Dear Ms. King:

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The deadline for the initial membership report is October 15, 1981. When the national office sends the membership cards for your chapter, a reporting form for additional members will also be included. As you know, additional members may be submitted at any time during the school year.

If you have any questions about the membership procedure or any other FBLA matter, please call me.

Sincerely,

Huland D. Miley, Jr.

jpo

Enclosures

APPENDIX J

WORK REQUEST

Originator Huland D. Miley, Jr.

Department B+OE

Input Form

___ Dictation

___ Longhand

✓ Rough draft

___ Stored document

Type of Document

___ Letter

✓ Memo

___ Report

___ Table

___ Other ________

Specifications

✓ Letterhead

___ Memorandum

___ Plain bond

___ Other ________

Storage

___ Long-term

✓ Temporary (2 Weeks)

Special Instructions: ________

FOR USE BY WORD PROCESSING DEPARTMENT

Production Time

Time In ________

Time Out ________

Turnaround Time ________

Storage Location

Disk No. ________

APPENDIX J

Send the following memorandum to all FBLA Advisers in Louisiana.

To: FBLA advisors
From: Hudland D. Miley, Jr.
Date: November 1, 1981
SUBJECT: District Meetings--Revised Schedule

Because of unforeseen conflicts involving 2 of the district meetings, it has been necessary to revise the schedule of district meetings. A copy of the revised schedule is enclosed for your information. Only the dates have ch anged; the locations remain the same. I hope that each of you has begun to make plans to atten your respective meetings. I look forward to seeing you there!

APPENDIX J

ANSWER KEY

TO: FBLA Advisers

FROM: Huland D. Miley, Jr.

DATE: November 1, 1981

SUBJECT: District Meetings--Revised Schedule

Because of unforeseen conflicts involving two of the district meetings, it has been necessary to revise the schedule of district meetings. A copy of the revised schedule is enclosed for your information. Only the dates have changed; the locations remain the same.

I hope that each of you has begun to make plans to attend your respective meetings. I look forward to seeing you there!

pk

370

SUPPLEMENTARY MATERIALS

Films

Word Processing Film Series, 10 films
(16 mm, color, sound, 12 minutes each)
Information Management Corporation, 1977
Film Order Office
P.O. Box 2076
Green Bay, WI 54306

Word Processing: The Office of the Future
(16 mm, color, sound, 20 minutes)
Media Systems Corporation, 1975
757 Third Avenue
New York, NY 10017

Simulations

Advanced Data-Entry Projects by Lois J. Baker
8110-1
The H. M. Rowe Company
624 North Gilmor Street
Baltimore, MD 21217

Mercury Systems, Inc., A Typing Practice Set in Word/Information Processing for Use with Text-Editing or Conventional Typewriters by Betty Boyce
06901-8
Gregg Division/McGraw-Hill Book Company, 1981
13955 Manchester Road
Manchester, MO 63011

Racquets Unlimited, A Word Processing Flow-of-Work Simulation by Julie Griffin Levitt
W50
South-Western Publishing Company, 1982
5101 Madison Road
Cincinnati, OH 45227

Word Processing: Concepts and Applications by Bettie Hampton Ellis
19242-1
Gregg Division/McGraw-Hill Book Company, 1980
13955 Manchester Road
Manchester, MO 63011

The Word Processing Correspondence Secretary--Palmetto Insurance Company by Anne Matthews and Patricia Moody
W70
South-Western Publishing Company, 1981
5101 Madison Road
Cincinnati, OH 45227

RESOURCES

Bergerud, Marly and Jean Gonzalez. Word Processing: Concepts and Careers, 2nd edition. New York: John Wiley & Sons, 1981.

Casady, Mona J. Word Processing Concepts. Cincinnati: South-Western Publishing Company, 1980.

Cecil, Paula B. Word Processing in the Modern Office. Menlo Park, CA: The Benjamin/Cummings Publishing Company, 1976.

Howard, Janet. "Teaching Proofreading for Information/Word Processing," Business Education Forum, May, 1981. Pages 11-12.

Kleinschrod, Walter, Leonard B. Kruk, and Hilda Turner. Word Processing Operations, Applications and Administration. Indianapolis: Bobbs-Merrill Educational Publishing Company, 1980.

McCabe, Helen and Estelle Popham. Word Processing: A Systems Approach to the Office. New York: Harcourt, Brace, Jovanovich, 1977.

McLean, Gary, Patricia Kranz, and John Magnum. "Identifying Form Errors in Production Typing," Business Education Forum, October, 1980. Pages 16-17.

Rosen, Arnold and Rosemary Fielden. Word Processing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Word Processing Curriculum Guide. South Carolina Department of Education, 1979.

UNIT XII

PRODUCING MAILABLE DOCUMENTS FROM MACHINE DICTATION

INTRODUCTION

The most economical method of originating material to be processed in a word processing center is through the use of machine dictation, since speaking is the fastest way of communicating ideas. Machine dictation is not only faster for the originator but also for the secretary if the originator is properly trained in the techniques of dictating. The orignator can dictate material from various locations when the ideas are formed rather than having to wait to dictate to the secretary or find the time to write or type it out.

Even though dictation equipment has been improving at a fast pace, it is anticipated that technological advances will continue to improve this equipment. Therefore, the purpose of this unit is to prepare students to transcribe dictation from several originators into mailable copy at a speed comparable to their typing speed.

COMPETENCIES

1. Determine priorities, adhere to recorded instructions, and produce mailable copies from machine dictation.
2. Store and revise documents.
3. Measure work.

GENERAL PEFORMANCE OBJECTIVES/GOALS

1. Produce mailable copy from machine dictation.
2. Determine priorities.
3. Adhere to recorded instructions.
4. Store and revise documents.
5. Measure work.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Given recorded media containing a variety of documents in class, students will be able to transcribe 75 percent of these documents at a minimum of one-half of their regular typing speed.

2. Given recorded media containing a variety of documents in class, students will be able to set priorities for these documents with at least 75 percent accuracy.

3. Given a word processing operator's log sheet in class, students will be able to complete the log, including figuring production, with at least 75 percent accuracy.

4. Given recorded media containing a variety of documents with specific instructions regarding format on a proficiency test, students will be able to produce at least 75 percent of these documents in mailable form.

5. After a brief class discussion, students will be able to write an essay discussing at least three advantages and three disadvantages of machine dictation.

SUGGESTED INTEREST APPROACHES

1. Give a pretest to determine the students' understanding of terminology and basic skills needed to operate most machine transcription equipment.

2. Through the use of an overhead projector or slide presentation, acquaint the students with the various kinds of business communications, including wires, letters of inquiry, sales letters, memos, envelopes, tables, etc., that can be produced from machine dictation. Stress skills the students have already developed and review the fundamentals which are a must for the efficient transcriber of machine dictation.

3. Invite a representative from a local dictation machine company to demonstrate dictating equipment and point out the importance of machine transcription capabilities as an integral part of the business office today. (This is usually done with the use of filmstrips, slides, and hands-on demonstrations.)

4. Develop a bulletin board display illustrating the large variety of documents that can be created from machine dictation. (An example could feature the rising sun as the dictation machine and the sun's rays could display examples of documents--"A New Day in Machine Dictation.")

METHODOLOGY

This unit has been designed to train students in the broad, efficient use of machine transcription in conjunction with the use of word processing equipment. Included will be transcription of various letters, memos, two-page letters, envelopes, tables, and reports. Emphasis has been placed on grammar, proofreading, spelling, punctuation, word division, and effective use of various letter styles. Most of the material will be extracted from various sources available to the instructor. Many of these sources are listed in the resources section of this unit.

UNIT OUTLINE

PRODUCING MAILABLE DOCUMENTS FROM MACHINE DICTATION

I. Operation of Transcribing Equipment

  A. Using the equipment
  B. Transcribing efficiently

II. Identification of Priorities

III. Production Measurement

  A. Computing production
  B. Completing operator's log

IV. Production of Mailable Copy

  A. Following directions
  B. Using proper format
  C. Keyboarding
  D. Storing
  E. Printing
  F. Retrieving
  G. Editing

V. Machine Dictation Origination

  A. Identifying advantages
  B. Identifying disadvantages

SPECIFIC PERFORMANCE OBJECTIVES

1. Given recorded media containing a variety of documents in class, students will be able to transcribe 75 percent of these documents at a minimum of one-half their regular typing speed.

Subject Matter Content	Learning Activities
Operation of Transcribing Equipment	1. Review equipment operation by experimenting with the controls and listening to recorded media. 2. Transcribe letters and memos from recorded media, using word processing equipment. Enter at a speed equal to at least one-half regular typing speed. 3. Proofread, make corrections, and print documents in the above activity.

2. Given recorded media containing a variety of documents in class, students will be able to determine priorities for these documents with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Identification of Priorities	1. Suggest jobs to be completed by compiling a list on the board. 2. Arrange the jobs from the above activity in order of priority. 3. Determine the priority of a group of tasks dictated and recorded. (Small group activity.) 4. Compare lists of priorities and discuss reasons for decisions. 5. Define and discuss "turnaround time."

3. Given a word processing operator's log sheet in class, students will be able to complete the log, including figuring production, with at least 75 percent accuracy.

Subject Matter Content	Learning Activities
Production Measurement	1. Complete the operator's log for each item produced from machine dictation in the unit. 2. Compute the amount of production for each of the documents using the line count or page method. 3. Debate line count versus page method.

4. Given recorded media containing a variety of documents with specific instructions regarding format on a proficiency test, students will be able to produce at least 75 percent of these documents in mailable form.

Subject Matter Content	Learning Activities
Production of Mailable Copy	1. Transcribe on word processing equipment a variety of prerecorded documents according to specified instructions. 2. Proofread each document and correct any errors in the text. 3. Store each document for future use. 4. Divide into groups and share the responsibility for proofreading the accuracy of materials transcribed. 5. Evaluate the accuracy and format of items another student has transcribed and complete a written evaluation of the work checked. 6. Retrieve and revise documents according to proofreader's marks and editing changes.

7. Store corrected versions of documents and obtain hard copy prints of each mailable document.

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5. After a brief class discussion, students will be able to write an essay discussing at least three advantages and three disadvantages of machine dictation.

Subject Matter Content	Learning Activities
Machine Dictation Origination	1. Discuss in small groups the advantages and disadvantages of machine dictation in word processing. 2. Write an essay on the advantages and disadvantages of machine dictation based on the above activity. 3. Present the essay prepared in Activity No. 2 to the class. 4. In a charades game, depict advantages and disadvantages of machine dictation.

UNIT PROFICIENCY TEST

PRODUCING MAILABLE DOCUMENTS FROM MACHINE DICTATION

This will be a 40-minute transcription test.

*The following three projects can be dictated by the teacher for student transcription, or the teacher could choose to use commercially prepared materials instead.

A. Manuscript

Directions: Unbound style, double spacing, 2" top; 1" side margins

Level of Education of Male and Female Secretaries

Educational requirements for secretaries generally include a high school education along with one or two years of training at a business school or college.

The general consensus among business executives is that high school graduates are not proficient in the skills that are necessary to perform efficiently in a business office. Additional training in a business school or college will improve skills in which students are deficient.

Some skills in which students are usually deficient are English usage, spelling, syllabication, following directions, and decision making.

Some universities offer students a choice of a two-year or a four-year office administration curriculum. Students who complete one of these curriculums are usually well prepared to work in a business office.

B. Interoffice Memo

Directions: 60-space line, block style, single space

TO: Faculty

FROM: Luke Ford, Principal

DATE: February 11, 19--

SUBJECT: Individual Pictures

On February 13, 19-- we will be taking individual pictures. Please follow closely the schedule placed in your mailbox on February 6, 19--. You are to take your class to the gym at the scheduled time. The schedule is a tight one, so please be prompt.

PRODUCING MAILABLE DOCUMENTS FROM MACHINE DICTATION

B. Interoffice memo (continued)

After returning to your classroom, please send a list of those students absent from your class to the office. These students will take their pictures on February 20, 19--, from 8:30 a.m. to 11:30 a.m.

Thank you very much for your cooperation.

C. Business Letter

Directions: 60-space line, single space, modified block, mixed punctuation

March 30, 19--

Mr. Oliver Brinson
Hodge Motor Company
Hodge, LA 71252

Dear Mr. Brinson:

I enjoyed your speech at the Businessmen's Club last week and our subsequent conversation on the attitudes of entering personnel.

As a life-long member of our community and a civic-minded businessman, you have valuable information about the attitudes and entry-level skills required of today's office personnel in which we are very much interested.

On behalf of the FBLA chapter of Jonesboro-Hodge High School, I would like to officially invite you to be the guest speaker at our annual luncheon. The luncheon will be held at Driskill's Restaurant on April 30, at 1 p.m. Please let us know if you will be able to speak to our organization.

Again, thank you so much for your invaluable assistance through the years with our business program at Jonesboro-Hodge High School.

Sincerely yours,

Nancy McCloskey, President
Jonesboro-Hodge FBLA

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EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Class participation grade
- Student project grade--mailable copy
- Oral report grade
- Evaluation sheets
- Proficiency test

EQUIPMENT AND SUPPLIES

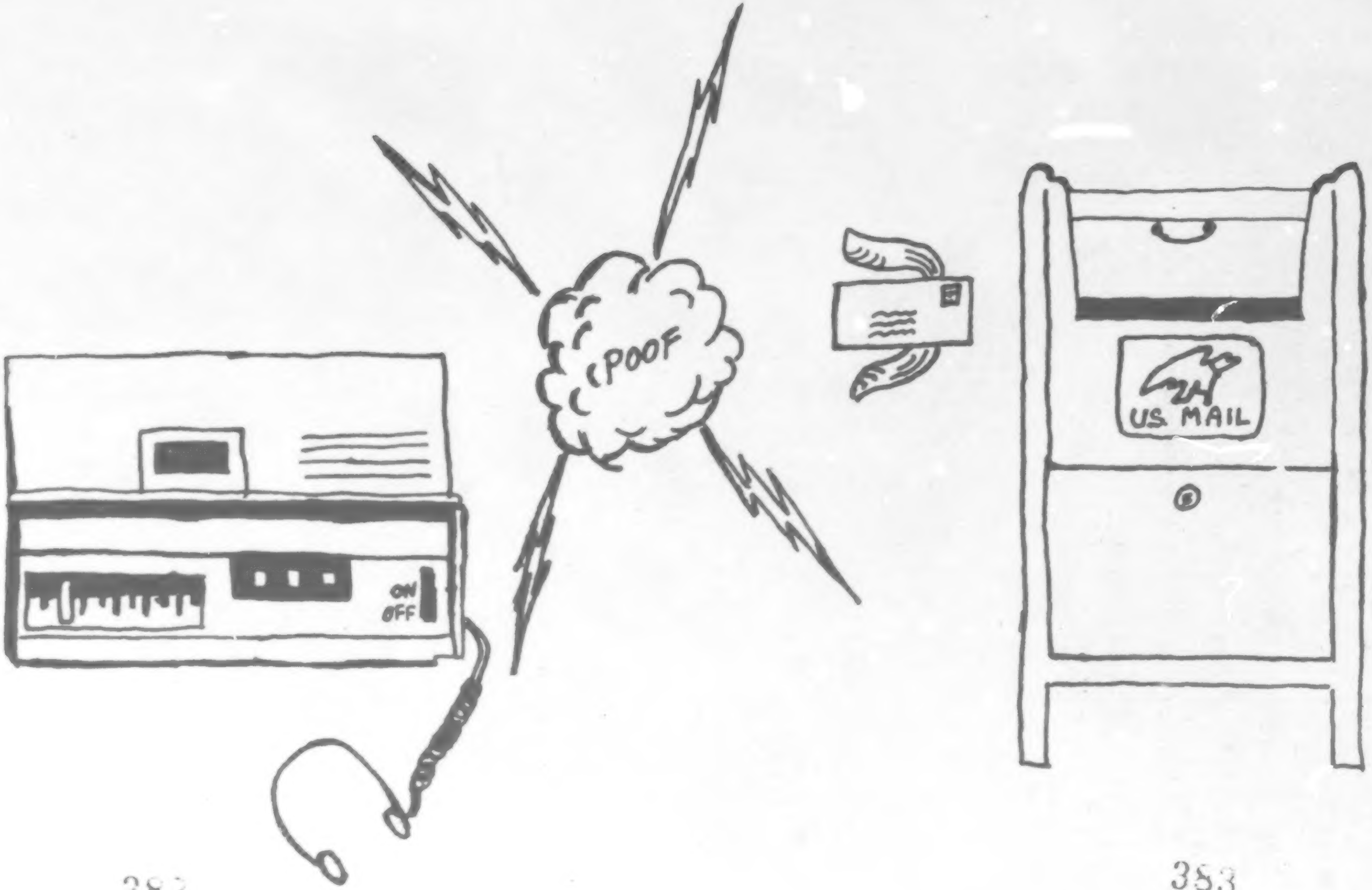
Student

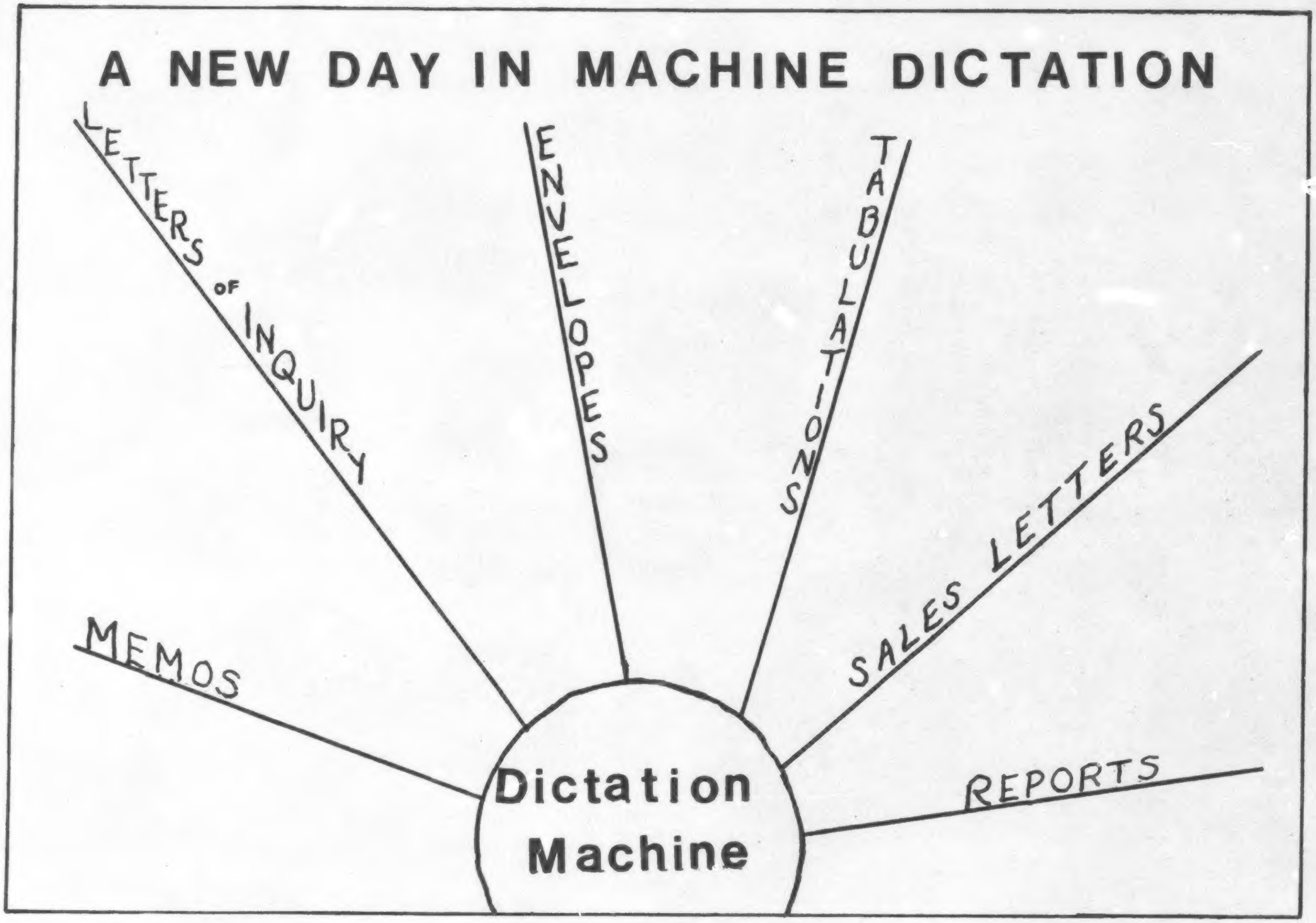
Typing paper
Textbook
Notebook
Self-rating sheets (individual and group)
Checklists
Instruction sheets
Log sheets

Teacher

Textbook and Manual
Overhead Projector
Transparencies (Commercial and self-made)
Bulletin Board Materials
Office Manuals
Filmstrip Projector
Recording Media

PREST-O CHANGE-O


POOF
ON
OFF
U.S. MAIL


A NEW DAY IN MACHINE DICTATION
LETTERS OF INQUIRY
ENVELOPES
TABULATIONS
SALES LETTERS
MEMOS
REPORTS
Dictation Machine

SUPPLEMENTARY MATERIALS

Textbooks

Gonzalez, Jean. The Complete Guide to Effective Dictation. Boston: Kent Publishing Company, 1980.

Rosen, Arnold and Rosemary Fielden. Word Processing. Englewood Cliffs: Prentice-Hall, Inc., 1977.

Stewart, Marie, Frank Lanham, Kenneth Zimmer, Lyn Clark, and Bette Ann Stead. Business English and Communication. New York: Gregg Division/McGraw-Hill Book Company, 1978.

Quible, Zane K. and Margaret H. Johnson. Introduction to Word Processing. Cambridge: Winthrop Publishers, 1980.

Waterhouse, Shirley A. Word Processing Fundamentals. San Francisco: Canfield Press, 1979.

Wolf, Morris Phillip, Dale F. Keyser, and Robert R. Aurner. Effective Communication in Business. Cincinnati: South-Western Publishing Company, 1979.

Textbooks With Recorded Media

Cornelia, Nicholas J. and William R. Pasewark. Office Machines Course. Cincinnati: South-Western Publishing Company, 1979. (Available in cassette)
5101 Madison Road
Cincinnati, OH 45227

Dictaphone Cassette Secretarial Practice Course
(Eleven cassette set--19 different areas of dictation and a Final Transcription Test)
Dictaphone Corporation
3535 Government Street
Baton Rouge, LA 70806

Mitchell, William and Patricia Ganser. Modern Office Dictation. Mountain View: Western Tape, 1976. (Available in cassette, mini-cassette, and belt)
P.O. Box 69
Mountain View, CA 94040

Transcription Skills for Word Processing, by IBM
TSWP-CF (Thirty-five belt set)
Western Tape, 1981-1982 Catalog.
P.O. Box 69
Mountain View, CA 94040

386

Western Tape. New York Transcription Course--Part One
Mountain View: Western Tape, 1973
(Part I contains 72 relatively short and simple letters
available in cassette, mini-cassette, and belt)
P.O. Box 69
Mountain View, CA 94040

Word Processing--What Is It? by Sharon Preston
WP-CB (One cassette set)
Western Tape, 1981-1982 Catalog
P.O. Box 69
Mountain View, CA 94040

RESOURCES

Anderson, Thomas J., and William R. Trotter. Word Processing User's Manual. New York: American Management Association, 1974. (AMACOM)

Bergerud, M. and J. Gonzalez. Word Processing: Concepts and Careers. New York: John Wiley and Sons, Inc., 1978.

Casady, Mona. Word Processing Concepts. Cincinnati: South-Western Publishing Company, 1980.

Ellis, Bettie Hampton. "Word Processing: Concepts and Applications," Brochure. New York: Gregg/McGraw-Hill, 1981.

Hudgens, M. and E. Boning. Word Information Processing--Career Options. Huntington Beach: National Instructional Systems, 1980.

Huffman, Virginia, and Rita Kutie. The WP Book. New York: John Wiley and Sons, Inc., 1980.

Konkel, Gilbert J. and Phyllis J. Peck. The Word Processing Explosion. Stamford: Office Publications, Inc., 1976.

McConnell, Richard M. "Speed Typing Tests--Belong to History! Century 21 Reporter. Cincinnati: South-Western Publishing Company, Spring, 1980.

Morrison, Phyllis. "Two Weeks in a WP Center," Business Education World. Vol. 62, No. 1. September-October, 1981. Pages 18-19.

Murphy, Danny W. "Q & A," Century 21 Reporter. Cincinnati: South-Western Publishing Company, Spring, 1980.

Pasewark, William R. Machine Transcription Word Processing. Cincinnati; South-Western Publishing Company, 1979.

Transcriptions Skills for Word Processing. International Business Machines Corporation, 1969.

Willard, Benjamin H., Jr. "Editorial Comments," The Balance Sheet. Vol. 62, No. 2. October, 1980.

UNIT XIII

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

INTRODUCTION

The capabilities of handling ideas through word processing are limited only by the capabilities of the software.

Because of the uniqueness of the various types of software, this unit will be devoted to projects from which selections for completion can be made based upon the type of equipment and software available.

COMPETENCIES

1. Check and correct documents for spelling errors using the dictionary and add to and delete from that dictionary.
2. Enter, merge, add to, and delete from a document file.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Check documents for spelling errors.
2. Add words to and delete words from the dictionary.
3. Merge letters and address files.
4. Add to and delete from a document file.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. After the completion of a report, students will be able to make a dictionary check for correct spelling and make the necessary corrections on a performance test with 100 percent accuracy.
2. Given a performance test including words not in the standard dictionary, students will be able to use the correct machine features to add these words to the dictionary with a minimum of 75 percent accuracy.

3. Given documents on a performance test, students will be able to use the correct machine features to delete words from the dictionary with a minimum of 75 percent accuracy.

4. Given a letter and an address list on a performance test, students will be able to enter both and merge the two with 100 percent accuracy.

5. Given a list of documents on a performance test, students will be able to add these to the document file with a minimum of 75 percent accuracy.

6. Given a list of documents on a performance test, students will be able to delete these from the document file with a minimum of 75 percent accuracy.

SUGGESTED INTEREST APPROACHES

1. Invite a word processing employee to speak on the unique features of the equipment he or she works with and the advantages it provides in productivity gains and accuracy standards.

2. Demonstrate some of the unique features available on the equipment on which the students will actually be working, illustrating the ease with which tedious jobs can be performed and the efficiency with which spelling can be checked.

3. Prepare a bulletin board illustrating some of the special applications possible with the school's word processing software.

METHODOLOGY

This unit must be completed individually, as the student works at the equipment available to the class. In addition to following instructions presented within the training manuals for the equipment, teacher demonstration will be used to illustrate the steps to be followed in using some of the special features of the equipment. The teacher must determine which of the special features presented in this unit are applicable to the specific equipment on which the students will be working.

UNIT OUTLINE

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

I. Dictionary

   A. Checking for errors
   B. Adding to dictionary
   C. Deleting from dictionary

II. Merging of Letters and Address Lists

III. Document File

   A. Adding to file
   B. Deleting from file

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1, After the completion of a report, students will be able to make a dictionary check for correct spelling and make the necessary corrections on a performance test with 100 percent accuracy.

Subject Matter Content	Learning Activities
Checking for Errors	1. Enter the paragraph that includes spelling errors (Appendix A), and correct spelling errors using the dictionary provided in the software. 2. Enter the report on Male and Female Secretaries that includes spelling errors (Appendix B), and correct spelling errors using the dictionary provided in the software. 3. Enter the report on the CPS Rating that includes spelling errors (Appendix C), and correct spelling errors using the dictionary provided in the software.

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2. Given a performance test including words not in the standard dictionary, students will be able to use the correct machine features to add these words to the dictionary with a minimum of 75 percent accuracy.

Subject Matter Content	Learning Activities
Adding to Dictionary	1. Add the names of five classmates to the dictionary provided by the software. 2. Add the name of your school and the name of your principal to the dictionary provided by the software.

3. Add the names of the parishes included in the Geographic Information paragraph to the dictionary (Appendix D) after entering the paragraph and checking the paragraph for spelling errors using the software dictionary.

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3. Given documents on a performance test, students will be able to use the correct machine features in deleting words from the dictionary with a minimum of 75 percent accuracy.

Subject Matter Content	Learning Activities
Deleting from Dictionary	1. Delete classmates' names entered in a previous exercise from the software dictionary. 2. Delete the names of your school and principal from the software dictionary. 3. Delete the parish names entered into the dictionary from the Geographic Information paragraph (Appendix D).

4. Given a letter and an address list on a performance test, students will be able to enter both and merge the two with 100 percent accuracy.

Subject Matter Content	Learning Activities
Letters and Address Lists Merging	1. Enter the mailing list (Appendix E) and store it for future use. 2. Enter the form letter (Appendix F) and store it for future use. 3. Merge the address list (Appendix E) with the form letter (Appendix F) and print out a form letter for each individual on the list.

	4. Enter the mailing list (Appendix G) and store it for future use. 5. Enter the form letter (Appendix H) and store it for future use. 6. Merge the address list (Appendix G) with the form letter (Appendix H) and print out a form letter for each individual on the list.

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5. Given a list of documents on a performance test, students will be able to add these to the document file with a minimum of 75 percent accuracy.

Subject Matter Content	Learning Activities
Adding to the File	1. Name the file for the Career Concerns Index (Appendix I) according to equipment's requirements, enter the information in the file, and store for future use. 2. Name a file related to the word processing class, enter a paragraph describing some activities in the class, and store it for future use. 3. Name a file for the first definition in the definitions (Appendix I), enter the file, store it for future use, and enter and store the remaining definitions in the same manner. 4. Recall the various files stored earlier to check that they have been saved and can be edited or printed if desired.

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6. Given a list of documents on a performance test, students will be able to delete these from the document file with a minimum of 75 percent accuracy.

Subject Matter Content	Learning Activities
Deleting from File	1. Delete the file for the Career Concerns Index. Recall index

to determine if the file has been deleted.

2. Delete the file created related to the word processing class. Recall the index to determine if the file has been deleted.

3. Delete all the files created for the definitions entered previously. After all have been deleted, recall the index to verify that they have been deleted.

UNIT TEST

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

A. Directions: Enter the following report--left-bound style, double spaced.
Correct spelling errors by using the dictionary provided in the software.
Store the file for future use.
Obtain a hard copy of the report.

Secretarial Career Paths

As early as 1920 differences of opinion were emerging as to the definition of the position of secretary. Was the secretarial position a profession in its own right, an ultimate goal, or perhaps a stepping stone to other careers in business? Confusion arose between the terms "stenographer" and "secretary" as many office workers and employers relaized that, even though the employee may not be performing actual secretarial duties and assuming secretarial responsibility, the title "secretary" carried more prestige and desirability than that of "stenographer."

Today the terms are different--"secretary," "executive secretary," "administrative assistant"; the confusion, however, still remains. A 1977 study by Holmes concluded that secretaries surveyed were not generally aware of their exact job titles nor were they aware of their classification within the organizational system.

These findings identify a weakness in specific identification of improtant career progress criteria. With the great variety of duties among secretarial jobs within various industries and between large and small offices, as well as the variety of managerial attitudes that may exist regarding the role of the secretary or administrative assistant, it may be difficult to make accurate comparisons of job titles and percieved organizational levels of those jobs.

A review of various textbooks within the secretarial field and various management textbooks, as well as the Dictionary of Occupational Titles (1977), provides a picture of secretarial levels. While these sources are not in complete agreement as to job titles and descriptions, the carreer path for secretaries can begin with an entry-level job such as receptionist and progress upward with titles of clerk typist, stenographer, secretary, executive secretary, and finally administrative assistant. The position of administrative assistant is often described as quasi-managerial, providing anatural progression line to full management.

*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Diss. University of Kentucky, pages 24-25.

UNIT TEST continued

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

B. Directions: Enter the following paragraph.
Correct spelling errors by using the dictionary provided in the software.
Add any town or city names not included in the dictionary to the dictionary.
Store the file for future use.
Ask your instructor to verify that the names have been added to the dictionary.
Delete the town or city names from the dictionary.
Ask your instructor to verify that the names have been deleted from the dictionary.

The names of towns and cities in Louisiana paint a colorful picture and reflect the many different nationalities and backgrounds the settlers brought to the state. By looking at the map, one can learn the location of such places as Abbeville, Alexandria, Baton Rouge, Coushatta, Houma, Monroe, Opelousas, Ruston, Shreveport, and Thibodaux.

C. Directions: Enter the address list below and store for future use.
Enter the letter below and store for future use.
Merge the address list with the form letter and print a form letter for each individual on the list.

Mr. Howard Smith
1478 Ridgfield Road
Baton Rouge, LA 70804

Mr. Joseph Arceneaux
410 Plantation Drive
Houma, LA 70360

Ms. Mary Williams
247 East Ninth Avenue
New Orleans, LA 70108

Dear Business Teacher:

Has your school been considering the costs and benefits of installing a word processing laboratory in your school? You may find it beneficial to actually visit an operational center in a high school and talk to faculty, students, and administrators to gather further information for your cost/benefit study.

Andrew Jackson High School has a word processing laboratory operating between the hours of 10 a.m. and 3 p.m. each school day. Students working in the lab staff all positions in the center, including word processing trainee, correspondence secretary, proofreader, and coordinator. Ms. Margaret Stevens is the faculty member in charge of the center.

Please call and arrange a visit to our center any school day. Ms. Stevens and the word processing students, as well as the school administrators, will answer any questions they can related to the set-up, operation, and costs of the center.

Sincerely,

Ms. Donna Sherman
Principal

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

D. Directions: Enter each of the following documents and store for future use.
Ask your instructor to verify that you have added each to the document file.
Delete each of the documents from the file.
Ask your instructor to verify that you have deleted all the required documents.

File 1: Word Processing Trainee. Entry-level position for those having 0-12 months of word processing experience.

File 2: Word Processing Operator. The next level up from word processing trainee for those having 6-24 months of word processing experience.

File 3: Word Processing Specialist 1. A word processing operator with a minimum of 18 months of experience who can format, produce, and revise complicated documents.

File 4: Word Processing Trainer. Someone with a minimum of 24 months of experience operating a word processing system who spends the majority of time training new operators.

File 5: Proofreader. One who proofreads typed copy for textual content, spelling, punctuation, grammar, and typographical errors.

File 6: Word Processing Manager. Someone responsible for the overall operation of a word processing center.

File 7: Administrative Secretary. Someone who works for a group of principals as part of a team under the direction of the administrative support supervisor.

File 8: Administrative Support Manager. One who has full responsibility for developing, maintaining, and evaluating all service structures under administrative support within an organization.

File 9: Staff Analyst. Someone responsible for consulting and assisting word processing and administrative support supervisors and managers.

File 10: Director of Informational Support Systems. One who has total responsibility for all aspects of an organization's office system.

UNIT TEST

ANSWER KEY A

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

As early as 1920 differences of opinion were emerging as to the definition of the position of secretary. Was the secretarial position a profession in its own right, an ultimate goal, or perhaps a stepping stone to other careers in business? Confusion arose between the terms "stenographer" and "secretary" as many office workers and employers realized that, even though the employee may not be performing actual secretarial duties and assuming secretarial responsibility, the title "secretary" carried more prestige and desirability than that of "stenographer."

Today the terms are different--"secretary," "executive secretary," "administrative assistant"; the confusion, however, still remains. A 1977 study by Holmes concluded that secretaries surveyed were not generally aware of their exact job titles nor were they aware of their classification within the organizational system.

These findings identify a weakness in specific identification of important career progress criteria. With the great variety of duties among secretarial jobs within various industries and between large and small offices, as well as the variety of managerial attitudes that may exist regarding the role of the secretary or administrative assistant, it may be difficult to make accurate comparisons of job titles and perceived organizational levels of those jobs.

A review of various textbooks within the secretarial field and various management textbooks, as well as the Dictionary of Occupational Titles (1977), provides a picture of secretarial levels. While these sources are not in complete agreement as to job titles and descriptions, the career path for secretaries can begin with an entry-level job such as receptionist and

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

progress upward with titles of clerk typist, stenographer, secretary, executive secretary, and finally administrative assistant. The position of administrative assistant is often described as quasi-managerial, providing a natural progression line to full management.

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*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Dissertation University of Kentucky, 1981, pages 24-25.

UNIT TEST

ANSWER KEY B

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

The names of towns and cities in Louisiana paint a colorful picture and reflect the many different nationalities and backgrounds the settlers brought to the state. By looking at the map, one can learn the location of such places as Abbeville, Alexandria, Baton Rouge, Coushatta, Houma, Monroe, Opelousas, Ruston, Shreveport, and Thibodaux.

Names to be added to the dictionary:

Abbeville
Alexandria
Baton Rouge
Coushatta
Houma
Monroe
Opelousas
Ruston
Shreveport
Thibodaux

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UNIT TEST

ANSWER KEY C

PRODUCING MAILABLE DOCUMENTS USING THE UNIQUE FEATURES OF THE PROVIDED SOFTWARE

Current date

Mr. Howard Smith
1478 Ridgfield Road
Baton Rouge, LA 70804

Dear Business Teacher:

Has your school been considering the costs and benefits of installing a word processing laboratory in your school? You may find it beneficial to actually visit an operational center in a high school and talk to faculty, students, and administrators to gather further information for your cost/benefit study.

Andrew Jackson High School has a word processing laboratory operating between the hours of 10 a.m. and 3 p.m. each school day. Students working in the lab staff all positions in the center, including word processing trainee, correspondence secretary, proofreader, and coordinator. Ms. Margaret Stevens is the faculty member in charge of the center.

Please call and arrange a visit to our center any school day. Ms. Stevens and the word processing students, as well as the school administrators, will answer any questions they can related to the set-up, operation, and costs of the center.

Sincerely,

Ms. Donna Sherman
Principal

pk

EVALUATION AND TESTING

Ways to Evaluate Pupil Growth

- Grade students on assignments completed.
- Give students performance tests paralleling performance activities.

EQUIPMENT AND SUPPLIES

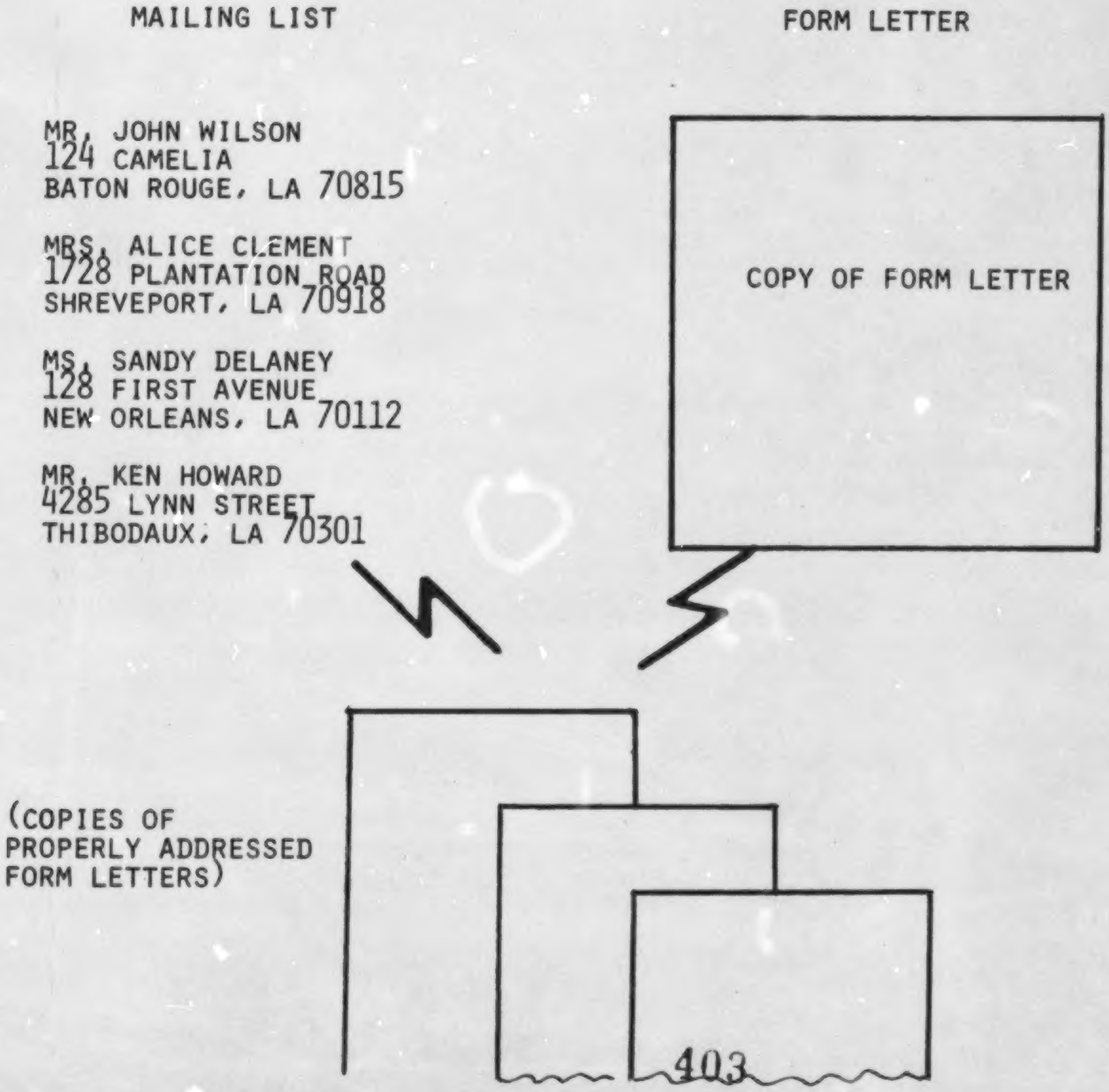
Student

Instruction manuals for specific equipment being used
Notebook
Dictionary
Project assignments
8 ½ x 11 inch paper

Teacher

Instruction manuals for specific equipment being used
Dictionary
Project assignments
8 ½ x 11 inch paper
Bulletin board supplies

PREPARING FORM LETTERS WITH EASE!



MAILING LIST

MR. JOHN WILSON
124 CAMELIA
BATON ROUGE, LA 70815

MRS. ALICE CLEMENT
1728 PLANTATION ROAD
SHREVEPORT, LA 70918

MS. SANDY DELANEY
128 FIRST AVENUE
NEW ORLEANS, LA 70112

MR. KEN HOWARD
4285 LYNN STREET
THIBODAUX, LA 70301

FORM LETTER
COPY OF FORM LETTER
(COPIES OF PROPERLY ADDRESSED FORM LETTERS)

DICTIONARY SPELLING CHECK

1.

2.

(IDENTIFY MAJOR STEPS FOR SPECIFIC EQUIPMENT.)

3.

4.

5.

THIS IDEA COULD BE USED FOR STEPS IN FILE STORAGE OR DELETION AND FOR UPDATING OR DELETING FROM THE PROVIDED DICTIONARY. THE STEPS TO BE FOLLOWED IN MERGING AN ADDRESS FILE AND A FORM LETTER COULD ALSO BE PRESENTED IN A SIMILAR FORMAT.

APPENDIX A

These findings identify a weakness in specific identification of improtant career progress criteria. With the grat variety of duties among secretarial jobs within various industries and bewteen large and small offices, as well as the variety of managerial attituddes that may exist regarding the role of the secretary or administrativee assistant, it may be difficult to make accurrate comparisons of job titles and perceived organizational levels of those jobs.

*Spelling and typographical errors have been included within this rough draft. Students are to correct spelling errors by using the dictionary provided in the software.

APPENDIX A

ANSWER KEY

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APPENDIX B

Directions: Double space the report.
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MALE AND FEMALE SECRETARIES

In comparison to the length of time males have worked in the secretarial field, women are still relatively new to the feild but have now attained a dominant status within the feild. Despite efforts within the educational sysstem to provide career education and to seek to eliminate stereotyping of occuppations, the secretarial position remains highly dominated by females. This in itself may discourage many men from entering the field.

Distinguishing among job titles and duteis in the secretarial feild has been a problem since the 1920s, and it still remains today. The Certified Professional Secretary Examination was established in part to aid in the distincttion of those individuals who demonstrated a committment to professional developement and sought to become exceptional in thier occupation.

While certified and non-certified secretaries may not differ in regard to job satisfaction, various studies have identified that the CPS may be more highly paid at a younger age, may have more education, and is more likely to hold the position of executive secretary or administrative assisttant than the non-certified secretary.

Studies of male and female career concerns have in some instances revealed sex-work-role stereotipes. Other studies concerning work preferences have revealed an overall similarity between male and female preferences. While studies of students have idietified probable career concerns of those working in the secretarial field, no research study has formally looked at the concerns of both males and females who have actually been employed in the field.

The belief that males use the secretarial field as a stepping stone can be located quite frequently in the literature. Earlier refferences presented a picture of the title of secretary being an ultimate goal for the female who enterred the field. More recent studies have revealed that women in the secretarial field also have managerial apsirations and may also be using the secretarial field to move into higher positions.

A reccurring factor within the literature revealed the importance of education in providing individuals with the necessary qualificiations for advancement within the secretarial proffession and into other occupational areas. Education plus prior experience were frequent factors used as qualifications for high-level positions.

*Betty A. Kleen, "An Analysis of Factors Influencing Career Paths of Male and Female Secretaries," Diss. University of Kentucky, pages 30-31.

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*Betty A. Kleen, "An Analysis of Factors Influencing Career Paths of Male and Female Secretaries," Diss. University of Kentucky, 1981, pages 30-31.

APPENDIX C

Directions: Double space the report.
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THE CPS RATING

Professional Secretaries International has long been concerned with more clearly defining the status of secretarial work and differentiating between stenography and secretarial work. The Certified Professional Secretary Examination, first administered in 1951, was established to help identify top-level secretaries and to provide a measure of the extent of a secretary's professionnal developement. The CPS program has five major purposes:

1. To improve secretarial perssonnel by giving specific direction to an educational program and by providing a means of measuring the extent of professional developement.
2. To provide secretaryes with the assurrance that comes from having attained a professional educational standard.
3. To promote the professional identity of the exceptional secretary.
4. To asssit management in selecting quallified secretaries.
5. To plan and sponsor additional programs of continuing professional development for the Certified Professional Secretary (*Certified Professional Secretary Guidelines for Examiniation*, 1978).

The Institute for Certifiiing Secretaries, a department of Professional Secretaries International, is composed of men and women from the business management, business education, and secretarial feilds. A basic Institute objective is ". . . to upgrade the secretarial profession by encouraging secretaries to raise their own standards of proffessionalism." (National Secretaries Association, 1979, p. 4).

Individuals with a CPS rating have successfully passed a six-part, two-day examination. Examinees are tested in the areas of behavioral sceince in business, business law, exonomics and management, accounting, secretarial skills and decision making, and office procedures and administration. Questions cover experiences with which a good experienced secretary should be familiar as well as information that has been obtained through formal education and informal reading. To answer questions correctly, secretaries must understand the concepts of psychollogy, have an understanding of the principlas of business law and basic concepts underlying U.S. business operations, be able to analyze financial statements, perform well on in-basket exercises, and be knowledgeable of the administrative support duties related to the secretary's job within the technollogically advanced office of today.

Various studies have been conducted since 1951 in an effort to validate the various sections of the CPS Exam and to identify factors that would predict preformance on the examination. Other research has studied job satisfaction, managerial functions performed by CPSs, and benefits of the certification.

*Betty A. Kleen, "An Analysis of Factors Influencing the Career Paths of Male and Female Secretaries," Dissertation University of Kentucky, 1981, pages 16-17.

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APPENDIX D

Geographic Information

Louisiana is a state with quite interesting parish names. Parishes, of course, are the equivalent of what most other states refer to as counties. Some of the interesting names include Beauregard, Bienville, Catahoula, Evangeline, Lafourche, Natchitoches, Pointe Coupee, Rapides, Tangipahoa, and Terrebonne. Some of these names will not be found in any other state within the United States.

APPENDIX E

Address List:

1. Miss Catherine Walker
   807 St. Mary Street
   New Roads, LA 70760

2. Mr. James Blanchard
   1404 Plantation Drive
   Gretna, LA 70053

3. Mr. Russell Landry
   109 Pecan Street
   Natchitoches, LA 71457

4. Miss Frances Moore
   1257 North 11th Street
   Alexandria, LA 71301

5. Mr. Robert Chiasson
   227 Fieldcrest
   Ruston, LA 71273

6. Mr. Eric Rodrigue
   1842 Henderson Place
   Baton Rouge, LA 70814

APPENDIX F

Current date

Dear Band Student:

Most band students have heard of the McFargo all-star band which plays at various functions such as holiday parades and special state functions. The band is composed of two students from each parish in the state. It is certainly an honor to be selected to play in this band.

Auditions for next year's band will be held at the Theater for the Arts in Baton Rouge on Tuesday, January 21, at 10 a.m. You have been selected for an audition on that date. During the audition you will be required to play the Stars and Stripes march and some additional selections distributed at the time of the audition.

Please be at the theater no later than 9:45 a.m. on January 21. If you will be unable to attend the audition, please notify us by January 19.

Sincerely,

John Saunders
All-Star Band Director

xx

APPENDIX G

Address List:

1. Mr. and Mrs. John Boudreaux
   1282 Magnolia Street
   Ruston, LA 71270

2. Mr. Alfred Smith
   427 St. Charles Street
   Monroe, LA 71201

3. Mrs. Elizabeth Adams
   2748 East Camelia Drive
   Abbeville, LA 70510

4. Mr. and Mrs. Eugene Chiasson
   1018 First Avenue
   Lafayette, LA 70501

5. Mr. and Mrs. Dennis Martin
   720 Dogwood Boulevard
   New Orleans, LA 70109

6. Mr. and Mrs. Steven Toups
   1706 Patrick Drive
   Baton Rouge, LA 70800

7. Mr. and Mrs. Norman Moore
   408 Holiday Drive
   Coushatta, LA 71019

8. Mr. and Mrs. Charles Clement
   620 Maple Drive
   Alexandria, LA 71301

APPENDIX H

Dear Parents:

The business students at the local high school would like to invite parents to visit the word processing lab during Education Week. The instructors and students working in the lab are ready to demonstrate the equipment being used and the skills they are developing.

Students enrolling in the word processing course are developing skills in operating sophisticated word processing equipment, operating and transcribing from dictation equipment, proofreading and editing, developing oral and written communication skills, and learning general clerical procedures. They have an opportunity to gain proficiency in creating documents from longhand, from rough draft, and from machine dictation.

Plan now to visit the word processing lab during Education Week.

Sincerely,

Ralph H. Martin
Principal

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APPENDIX I

Career Concerns Index

The Career Concerns Index is a list of 17 items that relate to work values. These 17 items are later classified into five dimensions, including Personal Development, Career Recognition, Security, Career Independence, and Contribution to Society.

Definitions

Career. A career is the totality of work that an individual does in a lifetime. It may include a wide variety of jobs and occupational changes.

Career Ladder. A career ladder provides a vertical dimension to career mobility--increased responsibilities and pay on the same job or by change in job levels, based on the ability to perform at a higher level.

Career Path. A career path is the series of jobs that have been held by an individual within his or her working life.

Receptionist. A receptionist is one whose job duties mainly encompass greeting visitors and answering the telephone for the organization. This is the beginning job title within the secretarial hierarchy.

Clerk Typist. A clerk typist is one whose job duties include typing reports, business forms, letters, mailing lists, and envelopes.

Stenographer. A stenographer is one whose job duties include taking dictation and transcribing it, with only a few other minor duties and tasks.

Secretary. A secretary is one whose job duties encompass handling incoming and outgoing mail, answering the telephone, transcribing business letters and reports, serving as receptionist, and carrying out other office duties, usually for middle management personnel.

Executive Secretary. An executive secretary is one whose job duties include those of a general secretary and other duties and responsibilities related to more complex tasks, usually for top-level management with little or no supervision.

Administrative Assistant. An administrative assistant is one whose job encompasses working with and for the boss rather than only for the boss as a secretary does, developing reports and acting in the boss's place.

Professional Secretaries International. Professional Secretaries International is a nonprofit organization with the objective of elevating the standards of the secretarial profession by uniting for their mutual benefit persons who are or have been engaged in secretarial work.

SUPPLEMENTARY MATERIALS

Recorded Media

Recorded media (made by teacher) describing step-by-step instructions for performing dictionary checks, adding words to dictionary, deleting words from dictionary, storing files, deleting files, and merging address lists and form letters

Manuals

Capabilities manuals and care and operations manuals for specific word processing equipment being used

RESOURCES

Kruse, Benedict. Word Processing: VDT Systems. Encino, CA: Glencoe Publishing Company, Inc., 1981.

Mason, Jennie. Word Processing Skills and Simulations. Indianapolis: The Bobbs-Merrill Company, Inc., 1979.

Rosen, Arnold and William Hubbard. Word Processing: Keyboarding Applications and Exercises. New York: John Wiley and Sons., Inc., 1981.

Varner, Jane Terzick. Word Processing Operations. Chicago: Science Research Associates, Inc., 1982.